DOCUMENT RESUME

ED 300 080 JC 880 501

TITLE 1986 Graduate Follow-Up Survey.
INSTITUTION John Tyler Community Coll., Chester, VA. Office of Institutional Research.
PUB DATE Apr 87
NOTE 108p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *College Graduates; College Transfer Students; Community Colleges; Educational Attainment; Employment Patterns; Followup Studies; Graduate Surveys; Longitudinal Studies; *Outcomes of Education; Participant Satisfaction; Student Characteristics; Two Year Colleges; *Two Year College Students; Vocational Followup

ABSTRACT

In November and December of 1986, a survey was conducted to determine the educational and employment status of the 1986 graduating class of John Tyler Community College (JTCC) and their opinions of the college and its services. Questionnaires were mailed to the 250 graduates of one of JTCC's transfer, occupational/technical, certificate, or career studies programs. Study findings, based on a 53% response rate, included the following: (1) 53% of the respondents were female, 81% were white, 59% were married, and 40% were between 25 and 34 years of age; (2) admissions and records, the bookstore, parking, the library, and the business office received the highest ratings of any student services, while the student lounge/food service and counseling services received the most negative ratings; (3) 89% of the graduates were satisfied with the academic program and services of the college; (4) 88% rated the quality of instruction in their major as "superior" or "good"; (5) 77% of the graduates were employed on a full-time basis, and an additional 10% were working part time; (6) 25% were currently enrolled in school, with half pursuing a different field of study; and (6) the majority indicated that they had had problems in transferring. (AYC)

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1986 GRADUATE FOLLOW-UP SURVEY

JOHN TYLER COMMUNITY COLLEGE
Chester, Virginia

Conducted by
The Office of Institutional Research
April, 1987

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PREFACE

Each year, the Graduate Follow-up Study consumes a sizeable amount of time and resources in the Office of Institutional Research. Nonetheless, we look forward to arriving at this stage in order to be able to share with faculty, staff, and administrators the results of a study with far-reaching implications.

A substantial amount of information is included which will be beneficial to the college in the areas of student outcomes, program evaluation, and marketing, among other things.

For the first time, we have presented the graduates' responses by division rather than by degree type. In addition, the Appendix includes a list of comments by graduates in each division, employment information, and colleges/universities graduates are currently attending. Hopefully, this display of information will be of more immediate benefit to the division chairmen.

Thanks are extended to the graduates who sacrificed their time to participate in the study. In addition, Myra G. Smith and Linda Coake took the leadership in the data analysis, report write-up, and typing stages. Marlene Jinkins is much appreciated for her word processing skills and editing experience. Other JTCC staff who can always be depended upon to provide reliable assistance are Debbie Hines who key-punched the raw data along with Betsy Little and Dick Fox who designed and prepared the cover.

We hope that this information will be helpful to college staff in the ongoing evaluation of our programs and services.

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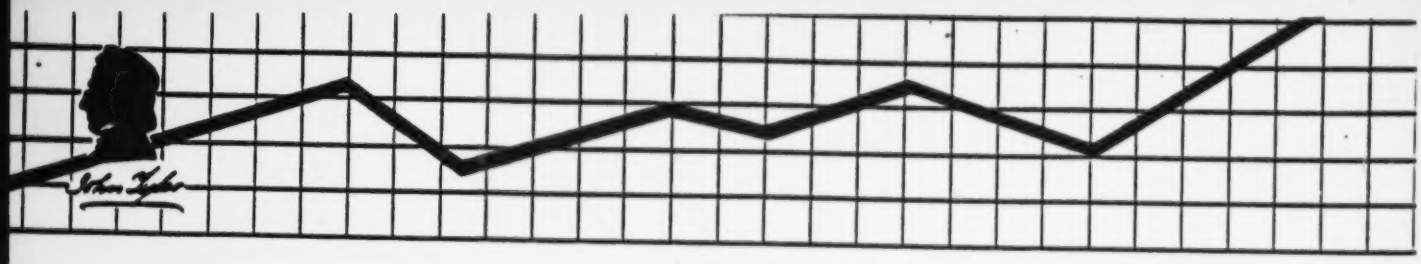

Know the facts
Office of Institutional Research • John Tyler Community College • Chester, Virginia 23831

Research Report 87-3 March 24, 1987

CLASS OF '86
GRADUATE FOLLOW-UP STUDY

The annual follow-up survey instrument was administered this past fall to the 1986 graduating class of John Tyler Community College. The purpose of the follow-up study is three-fold: (1) to document student successes in the job market and in pursuit of advanced study; (2) to provide feedback to the College's administration and faculty as a basis for upgrading educational offerings; and (3) to provide the results of student opinions to other College personnel in academic and student services in order to improve services.

A total of 250 graduates who completed one of the College's Transfer, Occupational/Technical, Certificate, or Career Studies curriculums in June 1986 comprised the population of the study. An initial survey request and two follow-up mailings to non-respondents yielded a 53 percent response rate. The following is a summary of the principal findings in five areas: (1) Background Information; (2) Evaluation of Student Services; (3) Evaluation of Academic Services; (4) Graduates' Employment; and (5) Graduates' Educational Status.

PRINCIPAL FINDINGS

Background Information

- Slightly over half (53 percent) of the 1986 graduates were female. About 4 out of every 5 were white. (These characteristics are similar to those of the student body).

- Fifty-nine percent of the graduates indicated they were "married," 36 percent said they were "single," and the remaining 5 percent said they were either "separated," "widowed," or failed to respond to this question.

- The majority of the graduates (40 percent) said their age fell in the 25 - 34 range. Other responses were: 18 - 24 (32 percent), 35 - 44 (20 percent), 45 - 49 (5 percent), and 50 or older (1 percent). An additional 2 percent did not respond to this item.

- The majority of the graduates (59 percent) began their studies at JTCC in the fall and completed them in the spring.

- Almost three-fourths stated they attended classes primarily during the day, and 58 percent said they pursued their studies primarily on a full-time basis.

- The primary reason graduates chose to attend JTCC was because of the courses and programs offered. A secondary reason for coming to the college was because of its proximity to their homes.

Evaluation of Student Services

- The most positive ratings by graduates in the area of Student Services were (in descending order): Admissions and Records, Bookstore, Parking, Library/Learning Resources Center, and the Business Office.

- The Student Lounge/Food Service and Counseling Services received the largest number of negative ratings of all services.

- Services and facilities least used by graduates were (in descending order): Cooperative Education, Veterans Affairs, Job Placement, Financial Aid, Learning Assistance Center and Student Activities.

Evaluation of Academic Services

- A majority of graduates (89 percent) stated they were satisfied with programs and services the College provided to assist them in achieving their goal.

- Eighty-eight (88) percent rated the quality of instruction in their major as "superior" or "good," while 6 percent rated it as "fair." None of the graduates rated instruction in their major as "poor."

- Three-fourths rated access to faculty as "superior" or "good," 15 percent said it was "fair," and 1 percent gave faculty access a "poor" rating.

- Sixty-nine (69) percent said faculty advising was "superior" or "good," while 24 percent rated it as "fair" or "poor."

- One-half of the graduates said they did not have classes in which the computer was used to supplement traditional instructional methods.

- The cost of books and supplies continues to receive one of the most negative ratings by graduates. Thirty-eight percent gave a "fair" rating and 11 percent said the cost of books and supplies was "poor."

- Nine out of every 10 graduates indicated that overall instruction at JTCC was "superior" or "good" and they would recommend the College to a person seeking to complete the same program.

Employment Status

- Collectively, the 1986 graduates represent the largest group (77 percent) of full-time employed graduates since the 1982 class. An additional 10 percent are employed on a part-time basis.

- One-half of the graduates are employed in private/profit-making organizations.

- The largest percentage of graduates reported annual gross salaries in the range of $15,000 - 19,999.

- Three-fourths said their present jobs are related to the fields in which they were trained.

Educational Status

- One-fourth of the graduates indicated they were currently in school, with one-half enrolled part-time and one-half enrolled on a full-time basis.

- Seven out of 13 of the College Transfer graduate respondents (54 percent) were attending school.

- The graduates were equally divided among those who are pursuing the same field of study in school and those who are not.

- The majority of the graduates who were in school indicated they had problems transferring. Of the graduates who had problems, 64 percent were Occupational/Technical graduates, 29 percent received Certificates, and 7 percent were College Transfer graduates.

Recommendations

1. Appropriate faculty and administrative staff should review those services and/or facilities whose ratings are considered unsatisfactory and those that were least used by graduates. A strategy should be devised to raise student perceptions and/or awareness levels in these areas.

2. Counselors and advisors should continue to stress the differences between the Occupational/Technical programs (designed to lead directly to employment or career advancement) and the College Transfer programs (in which students complete the first two years of a program leading to a baccalaureate degree).

3. Faculty should make every effort to keep the cost of books and supplies to a minimum. Unless subject matter undergoes frequent revisions, faculty should be encouraged to retain books for reasonable periods and to explore other ways to reduce expenses for the student.

BACKGROUND

JOHN TYLER COMMUNITY COLLEGE
1986 GRADUATE FOLLOW-UP STUDY

BACKGROUND

An annual follow-up study of each year's graduates is conducted at John Tyler Community College in an effort to: (1) document student successes in the job market and in pursuit of advanced study; (2) provide feedback to the College's administration and faculty as a basis for upgrading educational offerings; and (3) provide the results of student opinions to other College personnel in academic and student services in order to improve services.

The survey of 1986 graduates was administered in November and December 1986. A total of 250 graduates who completed one of the College Transfer, Occupational/Technical, Certificate, or Career Studies curriculums in June 1986 comprise the population of the study. The initial questionnaires were mailed on November 10, 1986. Follow-up letters were sent at two-week intervals -- November 21, 1986 and December 5, 1986 -- to all non-respondents. The responses were as follows:

1st Mailing	50/250	20 percent
2nd Mailing	32/250	13 percent
3rd Mailing	51/250	20 percent
Total	133/250	53 percent

Three surveys were returned due to lack of a current address. Two additional surveys were returned with a substantial amount of missing information, thus making them unsuitable for analysis.

The 1986 graduates' response rate dropped in comparison to last year's rate of 63 percent. The 1984 survey response rate was 71 percent. It is felt that future graduate response rates will continue to decline as a growing percentage of graduates complete Career Studies (and other short-term) programs.

The following is a general description of the 1986 graduates and respondents based on a summary of general demographic information retrieved from the surveys and the VCCS 1985-86 Graduation Awards Conferred Booklet.

TABLE 1
SEX OF RESPONDENTS AND GRADUATES

SEX	RESPONDENTS		1986 GRADUATES		Response Rate
	Frequency	Percent	Frequency	Percent	
Male	54	41%	117	47%	46%
Female	79	59%	133	53%	59%
Total	133	100%	250	100%	53%

The sex of the survey respondents along with that of the 1986 graduates is presented in Table 1. Forty-one percent of the respondents were male and 59 percent were female. Not only did male graduates respond at a lower rate than female graduates, but also at a lower rate when compared to their representation in the population.

TABLE 2
ETHNIC STATUS OF RESPONDENTS AND GRADUATES

ETHNIC STATUS	RESPONDENTS		1986 GRADUATES		Response Rate
	Frequency	Percent	Frequency	Percent	
White	108	81%	202	81%	53%
Black	24	18%	43	17%	56%
Other	1	1%	5	2%	20%
Total	133	100%	250	100%	51%

Table 2 gives the ethnic status of the 1986 graduates and that of those who responded to the survey. Of those graduates who responded, 81 percent were white, 18 percent were black, and 1 percent was in another category. This breakdown is a good representation of the distribution of ethnicity for all 1986 graduates.

TABLE 3
MARITAL STATUS OF RESPONDENTS

MARTIAL STATUS	FREQUENCY	PERCENT
Single	48	36
Married	79	59
Other	5	4
No Response	1	1
Total	133	100

More than one-half of the graduate respondents were married (59 percent), followed by those who were single (36 percent), "other" (4 percent), and 1 graduate chose not to respond to this item.

TABLE 4
AGE OF RESPONDENTS

AGE	FREQUENCY	PERCENT
18 - 24	42	32
25 - 34	53	40
35 - 44	26	20
45 - 49	7	5
50 or older	2	1
No Response	3	2
Total	133	100

Table 4 exhibits the age distribution of the graduate respondents. Those respondents in the age range 25 - 34 accounted for 40 percent of the graduates. This age range has accounted for the largest percentage of graduate respondents in the past 4 graduate follow-up studies (1982-85). Thirty-two percent of the respondents indicated their age was between 18 - 24 (the traditional college age group). The remaining respondents were between 35 - 44 (20 percent), 45 - 49 (5 percent), and 50 years or older (1 percent). Three graduates chose not to respond to this item.

TABLE 5
QUARTER IN WHICH GRADUATE
RESPONDENTS FIRST ENROLLED

QUARTER	FREQUENCY	PERCENT
Fall	79	59
Winter	16	12
Spring	13	10
Summer	17	13
No Response	8	6
Total	133	100

The majority of the respondents (59 percent) began their studies at JTCC during the Fall Quarter, which is consistent with past JTCC graduates. In contrast, for the first time since 1982, the Summer Quarter had the next highest percentage of first quarter students enrolled (13 percent) among the 1986 graduates. Twelve percent of the respondents' first quarter of enrollment was Winter, 10 percent cited Spring, and 6 percent did not respond to this item.

TABLE 6
QUARTER IN WHICH GRADUATE
RESPONDENTS LAST ENROLLED

QUARTER	FREQUENCY	PERCENT
Fall	19	14
Winter	14	11
Spring	79	59
Summer	8	6
No Response	13	10
Total	133	100

Again, as in the previous four follow-up studies, over one-half (59 percent) of the respondents' last quarter of enrollment was in the Spring. Fourteen percent gave Fall as their last quarter, while 11 percent cited Winter, 6 percent indicated Summer and 10 percent did not respond to this item.

TABLE 7
FULL-TIME OR PART-TIME
STATUS OF RESPONDENTS

STATUS	FREQUENCY	PERCENT
Full-time	77	58
Part-time	54	41
No Response	2	1
	133	100

Fifty-eight percent of the respondents stated that they pursued their studies primarily on a full-time basis, while 41 percent attended primarily as part-time students. It is interesting to note that the respondents differed sharply from the majority of JTCC's 1985-86 students, of which 89 percent were part-time and 11 percent were full-time.

TABLE 8
DAY OR NIGHT CLASS ATTENDANCE

PRIMARY CLASS ATTENDANCE	FREQUENCY	PERCENT
Day	98	74
Night	33	25
No Response	2	1
Total	133	100

Nearly three-fourths of the graduate respondents (74 percent) stated that they attended classes primarily during the day, while 25 percent indicated they attended classes at night. Again, this is in contrast to the majority of JTCC's 1985-86 students, 63 percent of whom attended classes during the day and 37 percent at night.

TABLE 9
RANK ORDER OF RESPONDENTS' REASONS
FOR ATTENDING JTCC

REASON	PRIMARY	SECONDARY
Close to home	2	1
Inexpensive	3	2
Open Admissions Policy	4	4
Courses/Programs	1	3
Financial Aid	7	6
Job Requirements	6	5
Other *	5	7

* "Other" reasons are detailed in the Appendix

The primary reason why students chose to attend John Tyler Community College was because of the courses and programs offered. The same response has been given by graduates in the past four graduating classes. The proximity of the college to their homes has been the next highest reason chosen most often by graduates.

EVALUATION
OF
STUDENT SERVICES

EVALUATION OF STUDENT SERVICES

The following is an evaluation by the 1986 graduate respondents of several services and facilities at John Tyler Community College. Utilizing a five-point Likert scale, the possible responses include: "superior," "good," "fair," "poor," and "did not use."

TABLE 10
ADMISSIONS AND RECORDS

RATING	FREQUENCY	PERCENT
Superior	41	31
Good	72	54
Fair	13	10
Poor	3	2
Did not use	1	1
No Response	3	2
Total	133	100

Eighty-five percent of all graduates who responded rated the Admissions and Records Office as "superior" or "good." This office received one of the highest ratings of all College services. Ten percent rated the office as "fair," 2 percent cited "poor," and 1 percent indicated not having used the services of the office. An additional 2 percent chose not to respond to this item.

TABLE 11
BOOKSTORE

RATING	FREQUENCY	PERCENT
Superior	30	23
Good	71	53
Fair	22	17
Poor	3	2
Did not use	1	1
No Response	6	4
Total	133	100

Three-fourths of the graduates (76 percent) gave the Bookstore a "superior" or "good" rating, followed by 17 percent who said "fair," and

2 percent who gave a "poor" rating. Only 1 person said he did not use the services of the College Bookstore, and 6 graduates did not address this item.

TABLE 12
BUSINESS OFFICE

RATING	FREQUENCY	PERCENT
Superior	26	20
Good	66	50
Fair	8	6
Poor	1	1
Did not use	21	16
No Response	11	8
Total	133	101*

*Rounding Error

Table 12 shows that the Business Office received a "superior" or "good" rating from 70 percent of the graduates. Six percent stated the Business Office services were "fair," 1 percent cited "poor," and 16 percent said they did not use the services of the office. An additional eight percent chose not to respond to this item.

TABLE 13
CONTINUING EDUCATION

RATING	FREQUENCY	PERCENT
Superior	14	11
Good	42	32
Fair	4	3
Poor	2	1
Did not use	63	47
No Response	8	6
Total	133	100

The Office of Continuing Education was given a "superior" or "good" rating by 43 percent of all graduates. Forty-seven percent said they did not utilize the services of the office, while 3 percent rated the office as "fair," 1 percent stated "poor," and 6 percent gave no response.

TABLE 14
COOPERATIVE EDUCATION PROGRAM

RATING	FREQUENCY	PERCENT
Superior	4	3
Good	14	11
Fair	3	2
Poor	0	-
Did not use	96	72
No Response	16	12
Total	133	100

Graduates were asked to evaluate the Cooperative Education Program at JTCC. Although the College does not have a formally organized program, there are some departments that provide internship opportunities for students. As anticipated, 72 percent of the graduates indicated they "did not use" the program, 3 percent rated it as "superior," 11 percent rated it "good," and 2 percent cited "fair." Twelve percent did not respond to this item. None of the graduates rated Cooperative Education at JTCC as "poor."

TABLE 15
COUNSELING SERVICES

RATING	FREQUENCY	PERCENT
Superior	13	10
Good	49	37
Fair	19	14
Poor	15	11
Did not use	31	23
No Response	6	4
Total	133	99*

*Rounding Error

Counseling Services were rated by the 1986 graduates as shown in Table 15. Almost one-fourth of the graduates indicated that they "did not use" the services offered by the Counseling Office. Forty-seven

percent of the graduates rated the services as "superior" or "good," while 14 percent cited "fair" and 11 percent gave a rating of "poor." Four percent did not address this item.

TABLE 16
FINANCIAL AID

RATING	FREQUENCY	PERCENT
Superior	10	8
Good	24	18
Fair	3	2
Poor	4	3
Did not use	76	57
No Response	16	12
Total	133	100

Fifty-five percent of the graduate respondents stated that they "did not use" the services of the Financial Aid Office. "Superior" or "good" ratings were given by 27 percent of the graduates, 5 percent gave a "fair" or "poor" rating, and 13 percent did not respond to this item.

TABLE 17
JOB PLACEMENT

RATING	FREQUENCY	PERCENT
Superior	2	1
Good	12	9
Fair	7	5
Poor	5	4
Did not use	91	68
No Response	16	12
Total	133	99*

*Rounding Error

Job Placement was given a "superior" or "good" rating by only 10 percent of the graduates, while 9 percent gave a rating of "fair" or "poor." Over two-thirds of the graduates (68 percent) indicated they "had not used" this service at the College and 12 percent did not address this item.

TABLE 18
DEVELOPMENTAL STUDIES

RATING	FREQUENCY	PERCENT
Superior	11	8
Good	37	28
Fair	4	3
Poor	1	1
Did not use	65	49
No Response	15	11
Total	133	100

The rating of Developmental Studies by graduates seems to indicate that about 40 percent of the graduates took one or more developmental studies courses. Thirty-six percent gave either a "superior" or "good" rating, 3 percent said "fair," and only 1 percent said developmental studies was "poor." Forty-nine percent indicated that they did not participate in developmental studies courses. An additional 11 percent did not respond to this item.

TABLE 19
LIBRARY/LEARNING RESOURCES

RATING	FREQUENCY	PERCENT
Superior	30	23
Good	69	52
Fair	16	12
Poor	1	1
Did not use	11	8
No Response	6	4
Total	133	100

The Library/Learning Resources Center received "superior" or "good" ratings from 75 percent of the graduate respondents, while 12 percent said "fair," 1 percent said "poor," and 8 percent indicated they had not used the library. Four percent did not evaluate this service/facility.

TABLE 20
PARKING FACILITIES

RATING	FREQUENCY	PERCENT
Superior	33	25
Good	68	51
Fair	21	16
Poor	3	2
Did not use	3	2
No Response	5	4
Total	133	100

Parking facilities were rated "superior" or "good" by 76 percent of the graduates. Sixteen percent rated the facilities as "fair," while 2 percent said "poor," and 2 percent indicated they "did not use" the parking areas. Four percent chose not to respond to this item.

TABLE 21
RECREATIONAL FACILITIES

RATING	FREQUENCY	PERCENT
Superior	9	7
Good	30	23
Fair	23	17
Poor	2	1
Did not use	54	41
No Response	15	11
Total	133	100

Forty-one percent of the graduate respondents said they had not used the recreational facilities at JTCC. This is the highest percentage of non-usage of the recreational facilities in comparison to the 4 previous graduating classes. Thirty percent gave a "superior" or "good" rating, while the remainder of the respondents included 17 percent who said "fair," 1 percent who said "poor," and 11 percent who did not respond to this item.

TABLE 22
STUDENT ACTIVITIES

RATING	FREQUENCY	PERCENT
Superior	7	5
Good	24	18
Fair	14	11
Poor	3	2
Did not use	70	53
No Response	15	11
Total	133	100

A majority of the graduates (53 percent) said they did not participate in student activities. Other responses included "superior" or "good" ratings that were provided by 23 percent of all graduates, "fair" ratings were given by 11 percent, "poor" ratings were cited by 2 percent, and 11 percent did not provide a response to this item.

TABLE 23
STUDENT LOUNGE AND FOOD SERVICE

RATING	FREQUENCY	PERCENT
Superior	10	8
Good	36	27
Fair	48	36
Poor	16	12
Did not use	16	12
No Response	7	5
Total	133	100

The Student Lounge and Food Service received the most negative of all ratings when compared with other College services and facilities. Thirty-six percent of the graduates gave a "fair" rating, while 12 percent said the services were "poor." Thirty-five percent gave the lounge and food services a "superior" or "good" rating, 12 percent stated they "did not use" the service, and 5 percent chose not to respond.

TABLE 24
VETERANS AFFAIRS OFFICE

RATING	FREQUENCY	PERCENT
Superior	14	10
Good	7	5
Fair	2	1
Poor	0	-
Did not use	92	69
No Response	18	14
Total	133	99*

*Rounding Error

Table 24 gives a summary of the respondents' ratings of services to veterans. The majority of 1986 graduates (69 percent) indicated they had not used the services of the office. "Superior" or "good" ratings were given by 15 percent of the graduates, followed by 1 percent who gave a "fair" rating, and 14 percent who did not address this item. None of the graduates gave Veterans Services a "poor" rating.

TABLE 25
EXTENDED LEARNING INSTITUTE

RATING	FREQUENCY	PERCENT
Superior	14	10
Good	29	22
Fair	12	9
Poor	4	3
Did not use	59	44
No Response	15	11
Total	133	99*

*Rounding Error

Forty-four percent of the graduate respondents stated that they "did not use" the services of the Extended Learning Institute. In descending order, 32 percent rated ELI as "superior" or "good," 9 percent rated it as "fair," and 3 percent gave a "poor" rating. Eleven percent chose not to respond to this item.

TABLE 26
LEARNING ASSISTANCE CENTER

RATING	FREQUENCY	PERCENT
Superior	17	13
Good	22	17
Fair	7	5
Poor	1	1
Did not use	73	55
No Response	13	10
Total	133	101*

*Rounding Error

As shown in Table 26, slightly over one-half of the graduates (55 percent) indicated that they did not use the services offered by the Learning Assistance Center. Thirty percent rated the Center as "superior" or "good," while 5 percent gave it a "fair" rating, one percent said "poor," and 10 percent did not address this item.

EVALUATION
OF
ACADEMIC SERVICES

EVALUATION OF ACADEMIC SERVICES

Below is a list showing the total number of 1986 graduates and the number of graduates who responded to the survey instrument, according to the division and curriculum in which the course of study was completed.

DIVISION	RESPONDENTS	1986 GRADUATES	RESPONSE RATE
BUSINESS DIVISION			
Business Administration (A.A.&S.)	4	4	100%
Accounting (A.A.S.)	4	6	67%
Beverage Marketing (A.A.S.)	2	4	50%
Data Processing (A.A.S.)	10	15	67%
Management (A.A.S.)	12	23	52%
Police Science (A.A.S.)	5	11	45%
Secretarial Science (A.A.S.)	3	5	60%
Clerical Studies (Cert.)	4	5	80%
Subtotal	44	73	60%
COMMUNICATION AND SOCIAL SCIENCES DIVISION			
Education (A.A.&S.)	0	1	0%
General Studies (A.A.&S.)	6	7	86%
Liberal Arts (A.A.&S.)	1	1	100%
Human Services (A.A.S.)	11	14	79%
Child Care Aide (Cert.)	5	10	50%
Teacher Aide (Cert.)	2	2	100%
Subtotal	25	35	71%
ENGINEERING TECHNOLOGIES DIVISION			
Architecture (A.A.S.)	1	2	50%
Automotive (A.A.S.)	0	1	0%
Electronics (A.A.S.)	13	21	62%
General Engineering (A.A.S.)	9	10	90%
Instrumentation (A.A.S.)	0	1	0%
Machine Shop (Cert.)	0	1	0%
Welding (Cert.)	0	3	0%
Subtotal	23	39	59%
MATH, NATURAL SCIENCES AND ALLIED HEALTH			
Science (A.A.&S.)	2	3	67%
Funeral Services (A.A.S.)	12	33	36%
Nursing (A.A.S.)	16	34	47%
Subtotal	30	70	43%
CAREER STUDIES CERTIFICATE			
Subtotal	11	33	33%
TOTAL	133*	250*	53%

A. A. & S. - College Transfer
A. A. S. - Occupational/Technical
Cert. - Certificate

*Six respondents and a total of 19 graduates received two degrees and/or certificates. They are counted only once. The curriculum used coincides with the award reported in the 1985-86 Graduation Award Conferred Booklet.

A cross tabulation of the respondents' evaluation of the College, education, and employment information is presented in the following pages by division (Business, Communications and Social Sciences, Engineering Technologies, and Mathematics, Natural Sciences and Allied Health) and Career Studies. Due to the small sample size in several curricula, data are collapsed in the tables by division and narrated by curriculum and degree when significant differences are observed.*

*Career Studies graduates are presented separately from the Divisions due to their single curriculum coding and the various areas of study which are offered by three of the four Divisions (Business, Communications and Social Sciences, and Engineering Technologies).

TABLE 27
DEGREE BY
PRIMARY GOAL IN ATTENDING JTCC

DEGREE	PRIMARY GOAL						
	Transfer	Assoc. Degree	Certif-icate	Pers. Satis.	Other	No Response	Total
Business							
No.	7	31	2	2	1	1	44
Row %	(16)	(70)	(5)	(5)	(2)	(2)	(100)
Communications & Social Sciences							
No.	8	7	4	5	1	0	25
Row %	(32)	(28)	(16)	(20)	(4)		(100)
Engineering Tech.							
No.	7	14	0	1	1	0	23
Row %	(30)	(61)		(4)	(4)		(99)**
Math & Natural Sciences							
No.	1	21	4	0	4		30
Row %	(3)	(70)	(13)		(13)		(99)**
Career Studies							
No.	0	0	5	3	1	2	11
Row %			(45)	(27)	(9)	(18)	(99)**
Total							
No.	23	73	15	11	8	3	133
Row %	(17)	(55)	(11)	(8)	(16)	(2)	(99)**

**Rounding Error

The graduates' primary goal for attending John Tyler Community College is presented in Table 27. Fifty-five percent of the graduates cited upgrading job skills by obtaining an Associate Degree as their primary goal in attending. Seventeen percent gave their primary goal as college transfer, 11 percent to obtain a certificate, 8 percent selected personal satisfaction, and 6 percent chose another reason for attending. In reviewing the degrees awarded to the graduate respondents, 10 percent were College Transfer graduates, 73 percent were Occupational/Technical graduates, and 17 percent received Certificates. The following is a breakdown by programs of study of those graduates who attended for personal satisfication: General Studies (3), Human Services (2), Business Management (1), Police Science (1), General Engineering (1), and Career Studies (3). Three graduates chose not to respond to this item (2 Career Studies graduates and 1 Business Division graduate).

TABLE 28
EXTENT OF SATISFACTION WITH
PROGRAMS/SERVICES TO MEET GOAL

	EXTENT OF SATISFACTION						
DIVISION	Very Satis.	Somewhat Satis.	Un-decided	Somewhat Dissat.	Very Dissat.	No Response	Total
Business							
No.	24	17	0	0	0	3	44
Row %	(54)	(39)				(7)	(100)
Communications & Social Sciences							
No.	17	4	3	1	0	0	25
Row %	(68)	(16)	(12)	(4)			(100)
Engineering Tech.							
No.	12	9	1	0	0	1	23
Row %	(52)	(39)	(4)			(4)	(99)*
Math & Natural Sciences							
No.	12	15	0	3	0	0	30
Row %	(40)	(50)		(10)			(100)
Career Studies							
No.	7	1	1	0	0	2	11
Row %	(64)	(9)	(9)			(18)	(100)
Total							
No.	72	46	5	4	0	6	133
Row %	(54)	(35)	(4)	(3)		(4)	(100)

*Rounding Error

Responses to a very important survey question, "to what extent are you satisfied with the programs and services that the College provided to assist you in achieving your goal," are summarized in Table 28. A majority of the graduates (89 percent) indicated that they were satisfied with the programs and services provided. Only 4 percent of the graduates were undecided, and 3 percent were somewhat dissatisfied. The Communications and Social Sciences Division exhibited the largest number of graduates who were undecided, with 2 graduates in Human Services and 1 in Child Care. The remaining graduates who were

undecided were enrolled in Electronics (1) and Career Studies (1). The four graduates who were somewhat dissatisfied with the programs and services were graduates of the following divisions: Math and Natural Sciences - Funeral Services (2 graduates) and Nursing (1), and Communications and Social Sciences - Child Care (1). None of the graduates stated that they were very dissatisfied with the programs and services provided by the College. Four percent of the graduates chose not to respond to this item.

TABLE 29
COMPLETION OF
DEVELOPMENTAL COURSE(S) BY DIVISION

	COMPLETION OF DEVELOPMENTAL COURSES			
DIVISION	Yes	No	No Response	Total
Business				
No.	23	19	2	44
Row %	(52)	(43)	(5)	(100)
Communications & Social Sciences				
No.	13	11	1	25
Row %	(52)	(44)	(4)	(100)
Engineering Tech.				
No.	12	11	0	23
Row %	(52)	(48)		(100)
Math & Natural Sciences				
No.	14	14	2	30
Row %	(47)	(47)	(7)	(101)*
Career Studies				
No.	3	2	6	11
Row %	(27)	(18)	(55)	(100)
Total				
No.	65	57	11	133
Row %	(49)	(43)	(8)	(100)

*Rounding Error

Table 29 shows that about one-half of all the graduates who responded said they had completed one or more developmental courses (49 percent). An almost equal percentage (43 percent) indicated they did not complete a developmental course. Eight percent did not provide a response to this item. Responses of each of the division's graduates were proportionately divided among those who completed developmental courses and those who did not. However, responses of the Career Studies graduates were not equally divided. This was primarily due to a large percentage of Career Studies graduates who did not respond to this item (55 percent).

TABLE 30
COMPUTER USED TO SUPPLEMENT
TRADITIONAL INSTRUCTIONAL METHODS

	COMPUTER USAGE			
DIVISION	Yes	No	No Response	Total
Business				
No.	21	20	3	44
Row %	(48)	(45)	(7)	(100)
Communications & Social Sciences				
No.	2	23	0	25
Row %	(8)	(92)		(100)
Engineering Tech.				
No.	20	3	0	23
Row %	(87)	(13)		(100)
Math & Natural Sciences				
No.	15	15	0	30
Row %	(50)	(50)		(100)
Career Studies				
No.	2	7	2	11
Row %	(18)	(64)	(18)	(100)
Total				
No.	60	68	5	133
Row %	(45)	(51)	(4)	(100)

Graduates were asked if they had any classes in which the computer was used to supplement traditional instructional methods (Table 30). Forty-five percent of the graduates said "yes," more than one-half (51 percent) said "no," and 4 percent did not respond to this question. When responses were reviewed by divisions, a larger proportion of Engineering Division students had classes in which the computer was used than any other group of students. Business Division and Math & Natural Sciences Division graduates were equally divided among those who had classes in which the computer was used and those who did not. Of those graduates, 100 percent of the Business Administration and Funeral Services graduates said that they did not have any classes in which the computer was used. Only 8 percent of the Communication and Social Sciences Division graduates and 18 percent of the Career Studies graduates indicated that they had classes in which the computer was used. Furthermore, 100 percent of the Teacher Aide, Child Care Aide, and Liberal Arts graduates did not have classes in which the computer was used as a supplement to traditional instructional methods.

TABLE 31
CERTIFIED OR LICENSED
IN PROFESSION

DIVISION	CERTIFIED OR LICENSED Yes	No	No Response	Total
Business				
No.	9	33	2	44
Row %	(20)	(75)	(5)	(100)
Communications & Social Sciences				
No.	11	13	1	25
Row %	(44)	(52)	(4)	(100)
Engineering Tech.				
No.	1	22	0	23
Row %	(4)	(96)		(100)
Math & Natural Sciences				
No.	25	5	0	30
Row %	(83)	(17)		(100)
Career Studies				
No.	2	7	2	11
Row %	(18)	(64)	(18)	(100)
Total				
No.	48	80	5	133
Row %	(36)	(60)	(4)	(100)

As shown in Table 31, slightly more than one-third of the graduate respondents said they had been certified or licensed in their chosen fields. Of this number, the largest percentage of graduates who had been certified or licensed were enrolled in programs in the Math & Natural Sciences Division. Specifically, 100 percent of the Nursing graduates and 75 percent of the Funeral Services graduates have been certified or licensed.

TABLE 32
QUALITY OF INSTRUCTION
IN MAJOR CURRICULUM

DIVISION	QUALITY OF INSTRUCTION					
	Superior	Good	Fair	Poor	No Response	Total
Business						
No.	19	21	1	0	3	44
Row %	(43)	(48)	(2)		(7)	(100)
Communications & Social Sciences						
No.	13	11	1	0	0	25
Row %	(52)	(44)	(4)			(100)
Engineering Tech.						
No.	9	12	2	0	0	23
Row %	(39)	(52)	(9)			(100)
Math & Natural Sciences						
No.	10	16	4	0	0	30
Row %	(33)	(53)	(13)			(99)*
Career Studies						
No.	3	3	0	0	5	11
Row %	(27)	(27)			(45)	(99)*
Total						
No.	54	63	8	0	8	133
Row %	(41)	(47)	(6)		(6)	(100)

*Rounding Error

The graduates' perceptions of the quality of instruction in their major curriculums are presented in Table 32. "Superior" or "good" ratings were given by 88 percent of the respondents. Six percent of the graduates stated that the instruction was "fair," and none of the graduates stated that the instruction was "poor." Six percent of the graduates did not address this item. The following programs that received "fair" ratings were (by division): Math & Natural Sciences - Nursing (3 graduates) and Funeral Services (1); Engineering Technologies - Electronics (2); Business - Management (1); and Communications and Social Sciences - Child Care Aide (1). None of the Career Studies graduates gave instruction a "fair" or "poor" rating.

TABLE 33
QUALITY OF INSTRUCTION
NOT IN MAJOR CURRICULUM

	QUALITY OF INSTRUCTION					
DIVISION	Superior	Good	Fair	Poor	No Response	Total
Business						
No.	12	28	2	0	2	44
Row %	(27)	(64)	(5)		(5)	(101)*
Communications & Social Sciences						
No.	6	15	2	0	2	25
Row %	(24)	(60)	(8)		(8)	(100)
Engineering Tech.						
No.	3	17	3	0	0	23
Row %	(13)	(74)	(13)			(100)
Math & Natural Sciences						
No.	2	22	3	1	2	30
Row %	(7)	(73)	(10)	(3)	(7)	(100)
Career Studies						
No.	2	4	0	0	5	11
Row %	(18)	(36)			(45)	(99)*
Total						
No.	25	86	10	1	11	133
Row %	(19)	(65)	(7)	(1)	(8)	(100)

*Rounding Error

When asked to evaluate the quality of instruction outside their major curriculums, "superior" or "good" ratings were given by 84 percent of all respondents, "fair" ratings were given by 7 percent, 1 percent said "poor," and 8 percent failed to respond to this item. "Fair" ratings were given by graduates in the following programs of study (by division): Engineering Technologies - Electronics (3); Math & Natural Sciences - Funeral Services (2) and Nursing (1); Business - Management (1) and Secretarial Science (1); and Communications and Social Sciences - Human Services (1) and Teacher Aide (1). One graduate in the Nursing curriculum gave a "poor" rating.

TABLE 34
COURSE CONTENT IN
MAJOR CURRICULUM

DIVISION	QUALITY OF INSTRUCTION					
	Superior	Good	Fair	Poor	No Response	Total
Business						
No.	18	20	4	0	2	44
Row %	(41)	(45)	(9)		(5)	(100)
Communications & Social Sciences						
No.	12	10	0	2	1	25
Row %	(48)	(40)		(8)	(4)	(100)
Engineering Tech.						
No.	10	12	1	0	0	23
Row %	(43)	(52)	(4)			(99)*
Math & Natural Sciences						
No.	12	17	1	0	0	30
Row %	(40)	(57)	(3)			(100)
Career Studies						
No.	2	4	0	0	5	11
Row %	(18)	(36)			(45)	(99)*
Total						
No.	54	63	6	2	8	133
Row %	(41)	(47)	(5)	(1)	(6)	(100)

*Rounding Error

Table 34 gives a summary of the graduates' evaluations of the course content in their major fields of study by division. Eighty-eight percent of all the respondents rated course content as "superior" or "good," 5 percent of the graduates gave a "fair" rating, 1 percent cited "poor," and 6 percent did not respond to this item. The graduates who gave "fair" ratings were enrolled in the following programs (by division): Business - Management (2), Data Processing (1) and Accounting (1); Engineering Technologies - Electronics (1); and Math & Natural

Sciences - Nursing (1). Two graduates who stated that the course content was "poor" were enrolled in the following programs in the Division of Communications and Social Sciences: Child Care Aide (1) and General Studies (1).

TABLE 35
FACULTY ADVISING

DIVISION	FACULTY ADVISING					
	Superior	Good	Fair	Poor	No Response	Total
Business						
No.	10	22	8	2	2	44
Row %	(23)	(50)	(18)	(5)	(5)	(101)*
Communications & Social Sciences						
No.	7	12	1	4	1	25
Row %	(28)	(48)	(4)	(16)	(4)	(100)
Engineering Tech.						
No.	4	13	5	1	0	23
Row %	(17)	(57)	(22)	(4)		(100)
Math & Natural Sciences						
No.	6	14	7	3	0	30
Row %	(20)	(47)	(23)	(10)		(100)
Career Studies						
No.	1	3	2	0	5	11
Row %	(9)	(27)	(18)		(45)	(99)*
Total						
No.	28	64	23	10	8	133
Row %	(21)	(48)	(17)	(7)	(6)	(99)*

*Rounding Error

When asked to evaluate faculty advising, 69 percent of the graduates who responded rated advising as "superior" or "good." Seventeen percent of the respondents gave a rating of "fair," 7 percent rated advising as "poor," and 6 percent did not respond to this item (Table 35).

An analysis by division and program of study shows that the 10 graduates that gave a "poor" rating were enrolled as follows (in descending order): Communications & Social Sciences - Human Services (2), Child Care Aide (1) and General Studies (1); Math & Natural Sciences - Nursing (2) and Funeral Services (1); Business - Business Administration (1) and Data Processing (1); and Engineering Technologies - Electronics (1). None of the Career Studies graduates gave faculty advising a "poor" rating.

TABLE 36
FACULTY ACCESS

	FACULTY ACCESS					
DIVISION	Superior	Good	Fair	Poor	No Response	Total
Business						
No.	12	23	7	0	2	44
Row %	(27)	(52)	(16)		(5)	(100)
Communications & Social Sciences						
No.	8	11	4	1	1	25
Row %	(32)	(44)	(16)	(4)	(4)	(100)
Engineering Tech.						
No.	4	16	3	0	0	23
Row %	(17)	(70)	(13)			(100)
Math & Natural Sciences						
No.	7	17	5	1	0	30
Row %	(23)	(57)	(17)	(3)		(100)
Career Studies						
No.	4	1	1	0	5	11
Row %	(36)	(9)	(9)		(45)	(99)*
Total						
No.	35	68	20	2	8	133
Row %	(26)	(51)	(15)	(1)	(6)	(99)*

*Rounding Error

Table 36 gives the respondents' perceptions of faculty accessibility at the College. The majority of the graduates (77 percent) rated access to faculty as "superior" or "good," while 15 percent said "fair," 1 percent cited "poor," and 6 percent did not address this item.

The graduates who gave faculty access a "fair" rating were enrolled in the following programs (by division): Business - Data Processing (2), Management (2), Accounting (1), Clerk Typist (1), and Secretarial Science (1); Math & Natural Sciences - Nursing (3) and Funeral Services (2); Communications & Social Sciences - Human Services (2), Teacher Aide (1), and General Studies (1); Engineering Technologies - General Engineering (2) and Electronics (1); and Career Studies (1). The two graduates who rated faculty access as "poor" were enrolled in Human Services (1) and Nursing (1).

TABLE 37
LAB EQUIPMENT & FACILITIES

DIVISION	EQUIPMENT & FACILITIES					
	Superior	Good	Fair	Poor	No Response	Total
Business						
No.	8	22	6	0	8	44
Row %	(18)	(50)	(14)		(18)	(100)
Communications & Social Sciences						
No.	6	12	3	0	4	25
Row %	(24)	(48)	(12)		(16)	(100)
Engineering Tech.						
No.	2	17	3	1	0	23
Row %	(9)	(74)	(13)	(4)		(100)
Math & Natural Sciences						
No.	4	18	6	2	0	30
Row %	(13)	(60)	(20)	(7)		(100)
Career Studies						
No.	2	2	2	1	4	11
Row %	(18)	(18)	(18)	(9)	(36)	(99)*
Total						
No.	22	71	20	4	16	133
Row %	(17)	(53)	(15)	(3)	(12)	(100)

*Rounding Error

The majority of the graduates (70 percent) rated the College's lab equipment and facilities as "superior" or "good." Fifteen percent of the graduates rated the equipment and facilities as "fair," 3 percent stated "poor," and 12 percent did not address this item (Table 37). The four graduates who gave lab equipment and facilities a "poor" rating were enrolled in the following programs (by division): Math & Natural Sciences - Nursing (1) and Funeral Services (1); Engineering Technologies - Electronics (1); and Career Studies (1). None of the Business or Communications & Social Sciences Division graduates gave a "poor" rating.

TABLE 38
EVALUATION BY INSTRUCTORS
(Grades, Tests, etc.)

DIVISION	EVALUATION BY INSTRUCTORS					
	Superior	Good	Fair	Poor	No Response	Total
Business						
No.	9	29	2	0	4	44
Row %	(20)	(66)	(5)		(9)	(100)
Communications & Social Sciences						
No.	8	15	2	0	0	25
Row %	(32)	(60)	(8)			(100)
Engineering Tech.						
No.	5	16	2	0	0	23
Row %	(22)	(70)	(9)			(101)*
Math & Natural Sciences						
No.	5	16	8	1	0	30
Row %	(17)	(53)	(27)	(3)		(100)
Career Studies						
No.	4	3	0	0	4	11
Row %	(36)	(27)			(36)	(99)*
Total						
No.	31	79	14	1	8	133
Row %	(23)	(59)	(11)	(1)	(6)	(100)

*Rounding Error

As referenced in Table 38, the majority of the graduates (82 percent) indicated that their evaluation by instructors was "superior" or "good." Eleven percent rated it as "fair," 1 percent gave a "poor" rating, and 6 percent did not respond to this item. "Fair" ratings were given by graduates in the following disciplines (by division): Math & Natural Sciences - Nursing (6) and Funeral Services (2); Business - Management (2); Communications & Social Sciences - Human Services (1) and General Studies (1); and Engineering Technologies - Electronics (2). Only one student gave this item a "poor" rating - a Nursing graduate.

TABLE 39
CLASSROOM SIZE

DIVISION	CLASSROOM SIZE					
	Superior	Good	Fair	Poor	No Response	Total
Business						
No.	10	29	3	0	2	44
Row %	(23)	(66)	(7)		(5)	(101)*
Communications & Social Sciences						
No.	6	15	3	0	1	25
Row %	(24)	(60)	(12)		(4)	(100)
Engineering Tech.						
No.	5	15	3	0	0	23
Row %	(22)	(65)	(13)			(100)
Math & Natural Sciences						
No.	6	22	1	1	0	30
Row %	(20)	(73)	(3)	(3)		(99)*
Career Studies						
No.	4	3	0	0	4	11
Row %	(36)	(27)			(36)	(99)*
Total						
No.	31	84	10	1	7	133
Row %	(23)	(63)	(8)	(1)	(5)	(100)

*Rounding Error

Table 39 reveals that the majority of the graduates (86 percent) rated classroom size as "superior" or "good." Eight percent of the respondents rated class size as "fair," 1 percent gave a "poor" rating, and 5 percent did not address this item. The 1986 graduates who gave classroom size a "fair" rating were enrolled in the following curriculums (by division): Business - Accounting (1), Data Processing (1) and Management (1); Communications and Social Sciences - Human Services (3); Engineering Technologies - Electronics (3); and Math & Natural Sciences - Nursing (1). One graduate, a Nursing student, gave classroom size a "poor" rating.

TABLE 40
COST OF BOOKS AND SUPPLIES

	COST					
DIVISION	Superior	Good	Fair	Poor	No Response	Total
Business						
No.	4	18	16	4	2	44
Row %	(9)	(41)	(36)	(9)	(5)	(100)
Communications & Social Sciences						
No.	4	10	7	4	0	25
Row %	(16)	(40)	(28)	(16)		(100)
Engineering Tech.						
No.	1	5	13	4	0	23
Row %	(4)	(22)	(57)	(17)		(100)
Math & Natural Sciences						
No.	1	13	14	2	0	30
Row %	(3)	(43)	(47)	(7)		(100)
Career Studies						
No.	1	5	0	1	4	11
Row %	(9)	(45)		(9)	(36)	(99)*
Total						
No.	11	51	50	15	6	133
Row %	(8)	(38)	(38)	(11)	(5)	(100)

*Rounding Error

The cost of books and supplies has continued to be one of the most negative of all evaluations in the academic services area. As shown in Table 40, only 8 percent gave a "superior" rating, 38 percent felt the costs were "good," and 38 percent rated overall costs as "fair." Eleven percent of the graduate respondents stated that the costs are "poor." This is the highest percentage of "poor" ratings since 1983. "Poor" ratings were given by graduates in the following programs: Business - Beverage Marketing (1), Clerk Typist (1), Data Processing (1), and Management (1); Communications & Social Sciences - Human

Services (2), Child Care Aide (1), and Teacher Aide (1); Engineering Technologies - Electronics (4); Math & Natural Sciences - Funeral Services (2); and Career Studies (1).

TABLE 41
OVERALL QUALITY OF INSTRUCTION

	QUALITY OF INSTRUCTION					
DIVISION	Superior	Good	Fair	Poor	No Response	Total
Business						
No.	13	28	1	0	2	44
Row %	(30)	(64)	(2)		(5)	(101)*
Communications & Social Sciences						
No.	10	13	2	0	0	25
Row %	(40)	(52)	(8)			(100)
Engineering Tech.						
No.	4	17	2	0	0	23
Row %	(17)	(74)	(9)			(100)
Math & Natural Sciences						
No.	5	21	2	2	0	30
Row %	(17)	(70)	(7)	(7)		(101)*
Career Studies						
No.	5	2	0	0	4	11
Row %	(45)	(18)			(36)	(99)*
Total						
No.	37	81	7	2	6	133
Row %	(28)	(61)	(5)	(1)	(5)	(100)

*Rounding Error

Almost 9 out of every 10 graduates (89 percent) indicated that the overall quality of instruction was "superior" or "good" (Table 41). This rating is 3 percentage points higher than the 1985 graduate responses. Five percent of the graduates gave a "fair" rating. One percent (2) of the graduates rated instruction as "poor" and were enrolled in the following programs in the Division of Math, Natural Sciences & Allied Health: Funeral Services (1) and Nursing (1). Five percent did not respond to this item.

TABLE 42
RECOMMENDATION OF COLLEGE

DIVISION	RECOMMENDATION OF COLLEGE Yes	No	No Response	Total
Business				
No.	42	0	2	44
Row %	(95)		(5)	(100)
Communications & Social Sciences				
No.	18	3	4	25
Row %	(72)	(12)	(16)	(100)
Engineering Tech.				
No.	22	1	0	23
Row %	(96)	(4)		(100)
Math & Natural Sciences				
No.	24	4	2	30
Row %	(80)	(13)	(7)	(100)
Career Studies				
No.	8	1	2	11
Row %	(73)	(9)	(18)	(100)
Total				
No.	114	9	10	133
Row %	(86)	(7)	(7)	(100)

The majority (86 percent) of all the graduates who responded said they would recommend JTCC to a person seeking to complete the same program (Table 42). Seven percent of the graduates did not address this question. The remaining graduates who said they would not recommend the College were enrolled in the following programs by division (in descending order): Math & Natural Sciences - Nursing (4 or 25 percent of all Nursing graduate respondents); Communications & Social Sciences - Human Services (2 or 18 percent) and Child Care Aide (1 or 25 percent); Engineering Technologies - Electronics (1 or 8 percent); and Career Studies (1 or 9 percent). It is noteworthy that all of the Business Division graduates who responded said they would recommend the College.

EMPLOYMENT STATUS

EMPLOYMENT STATUS

The employment status of the 1986 graduates who responded to the follow-up survey is summarized in Table 43. Seventy-seven (77) percent of the graduates indicated that they were employed on a full-time basis. This is the highest percentage of full-time employed graduates since the 1982 follow-up study. Ten (10) percent of the graduates were employed part-time, 5 percent were unemployed and seeking work, and 5 percent were unemployed and not seeking employment. Four (4) percent of the graduates did not respond to this item.

TABLE 43
EMPLOYMENT STATUS

	STATUS						
DIVISION	Full Time	Part Time	Military Service	Unemployed & Seeking	Unemployed & Not Seeking	No Response	Total
Business							
No.	35	3	0	4	2	0	44
Row %	(80)	(7)		(9)	(5)		(101)*
Communications & Social Sciences							
No,	13	4	0	2	3	3	25
Row %	(52)	(16)		(8)	(12)	(12)	(100)
Engineering Tech.							
No.	20	1	0	1	0	1	23
Row %	(87)	(4)		(4)		(4)	(99)*
Math & Natural Sciences							
No.	26	4	0	0	0	0	30
Row %	(87)	(13)					(100)
Career Studies							
No.	8	1	0	0	1	1	11
Row %	(73)	(9)			(9)	(9)	(100)
Total							
No.	102	13	0	7	6	5	133
Row %	(77)	(10)		(5)	(5)	(4)	(101)*

*Rounding Error

Graduates who stated that they were unemployed and seeking work were enrolled in the following programs (by division): Business - Management (3) and Data Processing (1); Communications & Social Sciences - Human Services (1) and General Studies (1); and Engineering Tech. - Electronics (1). It is noteworthy that all Math & Natural Sciences Division graduates are employed either full-time or part-time. Of the graduates who are unemployed and not seeking work, 67 percent are currently enrolled in school.

TABLE 44
WORK SETTING

	WORK SETTING								
DIVISION	Private Profit	Private Non-Prof	Military Service	Federal Agency	State Agency	Local Agency	Self Empl	No Response	Total
Business									
No.	18	0	0	5	10	4	1	6	44
Row %	(41)			(11)	(23)	(9)	(2)	(14)	(100)
Communications & Social Sciences									
No.	8	1	0	0	3	2	2	9	25
Row %	(32)	(4)			(12)	(8)	(8)	(36)	(100)
Engineering Tech.									
No.	15	1	0	0	4	0	1	2	23
Row %	(65)	(4)			(17)		(4)	(9)	(99)*
Math & Natural Sciences									
No.	22	3	0	1	3	0	1	0	30
Row %	(73)	(10)		(3)	(10)		(3)		(99)*
Career Studies									
No.	7	1	0	0	0	0	0	3	11
Row %	(63)	(9)						(27)	(99)*
Total									
No.	70	6	0	6	20	6	5	20	133
Row %	(53)	(5)		(5)	(15)	(5)	(4)	(15)	(102)*

*Rounding Error

As shown in Table 44, one-half of the graduate respondents (53 percent) were employed in private/for profit organizations. Fifteen percent of the graduates indicated that they work at a state agency, followed by

private/non-profit organizations, federal government agencies and local government agencies (5 percent each). Four (4) percent of the graduates stated that they were self-employed, and 15 percent did not address this survey item (See the section on "Student Comments" for job titles and places of employment).

TABLE 45
SOURCE OF JOB

	SOURCES								
DIVISION	Faculty	Friend	Job Place.	News Paper	Private Employ. Agency	State Employ. Agency	Other Source	No Response	Total
Business									
No.	5	9	0	10	1	1	12	6	44
Row %	(11)	(20)		(23)	(2)	(2)	(27)	(14)	(99)*
Communications & Social Sciences									
No.	1	6	1	3	0	0	5	9	25
Row %	(4)	(24)	(4)	(12)			(20)	(36)	(100)
Engineering Tech.									
No.	1	7	1	1	0	1	9	3	23
Row %	(4)	(30)	(4)	(4)		(4)	(39)	(13)	(98)*
Math & Natural Sciences									
No.	2	11	0	7	0	0	10	0	30
Row %	(7)	(37)		(23)			(33)		(100)
Career Studies									
No.	0	3	0	2	0	0	4	2	11
Row %		(27)		(18)			(36)	(18)	(99)*
Total									
No.	9	36	2	23	1	2	40	20	133
Row %	(7)	(27)	(1)	(17)	(1)	(1)	(30)	(15)	(99)*

*Rounding Error

Graduates were asked how they found out about their present jobs (Table 45). Almost one-third of the graduates indicated "other" (30 percent) as the source of their job, followed by a friend (27 percent), newspaper (17 percent), faculty member (7 percent), job placement, state employment agency and private employment agency (1 percent each). Fifteen percent of the graduates did not respond to this survey question. "Other" sources are provided in the section on "Student Comments" in this report.

TABLE 46
HELD PRESENT JOB
WHILE ENROLLED AT JTCC

DIVISION	HELD JOB WHILE ENROLLED AT JTCC			
	Yes	No	No Response	Total
Business				
No.	20	17	7	44
Row %	(45)	(39)	(16)	(100)
Communications & Social Sciences				
No.	7	10	8	25
Row %	(28)	(40)	(32)	(100)
Engineering Tech.				
No.	10	11	2	23
Row %	(43)	(48)	(9)	(100)
Math & Natural Sciences				
No.	9	21	0	30
Row %	(30)	(70)		(100)
Career Studies				
No.	7	2	2	11
Row %	(64)	(18)	(18)	(100)
Total				
No.	53	61	19	133
Row %	(40)	(46)	(14)	(100)

Table 46 summarizes the graduates' responses to the survey item which asked if they held their present jobs during their studies at JTCC. Forty (40) percent of the graduates said "yes." This response is the highest percentage since the 1983 Graduate Study. Almost one-half of the respondents (46 percent) said "no," and the remainder did not address this item. It is interesting to note that a larger percentage of Math & Natural Sciences, Communications & Social Sciences, and Engineering Division graduates did not hold their present jobs while in school in comparison to the Business Division and Career Studies graduates.

TABLE 47
JOB PROMOTION
AFTER COMPLETING STUDIES
AT JTCC

DIVISION	JOB PROMOTION Yes	No	No Response	Total
Business				
No.	10	25	9	44
Row %	(23)	(57)	(20)	(100)
Communications & Social Sciences				
No.	5	11	9	25
Row %	(20)	(44)	(36)	(100)
Engineering Tech.				
No.	5	16	2	23
Row %	(22)	(70)	(9)	(101)*
Math & Natural Sciences				
No.	15	14	1	30
Row %	(50)	(47)	(3)	(100)
Career Studies				
No.	4	4	3	11
Row %	(36)	(36)	(27)	(99)*
Total				
No.	39	70	24	133
Row %	(29)	(53)	(18)	(100)

*Rounding Error

Graduates were asked if they had received a promotion since completing their studies at JTCC (Table 47). Slightly less than one-third of all the graduate respondents (29 percent) stated that they had received a job promotion, while 53 percent said "no" and 18 percent did not answer this item. Although the percentage of graduates who received a promotion is relatively low, 75 percent of the Funeral Services graduates and 50 percent of the graduates in Business Administration said they had received a promotion.

TABLE 48
ANNUAL GROSS SALARY

DIVISION	SALARY Under $5,000	$5,000 9,999	$10,000 14,999	$15,000 19,999	$20,000 24,999	$25,000 29,999	$30,000 Over	No Response	Total
Business									
No.	0	8	9	6	8	2	4	7	44
Row %		(18)	(20)	(14)	(18)	(5)	(9)	(16)	(100)
Communications & Social Sciences									
No.	2	3	5	2	2	0	0	11	25
Row %	(8)	(12)	(20)	(8)	(8)			(44)	(100)
Engineering Tech.									
No.	0	0	5	3	3	2	3	7	23
Row %			(22)	(13)	(13)	(9)	(13)	(30)	(100)
Math & Natural Sciences									
No.	1	4	1	11	2	1	0	10	30
Row %	(3)	(13)	(3)	(37)	(7)	(3)		(33)	(99)*
Career Studies									
No.	0	1	0	1	3	1	0	5	11
Row %		(9)		(9)	(27)	(9)		(45)	(99)*
Total									
No.	3	16	20	23	18	6	7	40	133
Row %	(2)	(12)	(15)	(17)	(14)	(5)	(5)	(30)	(100)

*Rounding Error

The most confidential item on the survey was the annual salaries of the graduates, presented in Table 48. One-third of the graduate respondents (30 percent) chose not to respond to this item. Seventeen (17) percent reported annual salaries in the range of $15,000 - 19,999 and 15 percent said they earned $10,000 - 14,999. Fourteen (14) percent gave $20,000 - 24,999, 12 percent said they earned $5,000 - 9,999, and 5 percent indicated $25,000 - 29,999.

Salaries of less than $5,000 annually were cited by 2 percent (3) of the graduates. Two of these graduates were employed part-time and attended school, and the third graduate worked on a part-time basis.

They were enrolled in the following programs (by division): Communications & Social Sciences - Human Services (2 graduates); and Math & Natural Sciences - Nursing (1).

The highest salaries ($30,000 or more) were given by 5 percent (7) of the graduates in the following areas (by division): Business - Management (2) and Police Science (2); and Engineering Tech. - General Engineering (2) and Electronics (1).

The majority of the above salaries are based on an average of 40 hours worked per week (59 percent). Nine (9) percent are based on less than 40 hours, and 6 percent on more than 40 hours. Thirty-three percent of the graduates did not indicate their hours worked per week.

TABLE 49
JOB RELATEDNESS

	JOB RELATEDNESS				
DIVISION	Yes, Directly	Yes, Somewhat	No	No Response	Total
Business					
No.	22	11	4	7	44
Row %	(50)	(25)	(9)	(16)	(100)
Communications & Social Sciences					
No.	7	1	9	8	25
Row %	(28)	(4)	(36)	(32)	(100)
Engineering Tech.					
No.	8	10	3	2	23
Row %	(35)	(43)	(13)	(9)	(100)
Math & Natural Sciences					
No.	28	1	1	0	30
Row %	(93)	(3)	(3)		(99)*
Career Studies					
No.	8	0	1	2	11
Row %	(73)		(9)	(18)	(100)
Total					
No.	73	23	18	19	133
Row %	(55)	(17)	(14)	(14)	(100)

*Rounding Error

Almost three-fourths of the graduate respondents (72 percent) said that the job they currently have is either directly or somewhat related to their fields of training (Table 49). Only 14 percent said that their positions were not related to their fields of training. An additional 14 percent did not address this item.

Graduates who stated that they were not working in their fields of study were enrolled in (descending order): Communications & Social Sciences - Human Services (3 graduates), Child Care Aide (3), General Studies (1), Liberal Arts (1), and Teacher Aide (1); Business - Beverage Marketing (2), Management (1), and Police Science (1); Engineering Tech. - Electronics (2) and General Engineering (1); Math & Natural Sciences - Science (1); and Career Studies (1).

EDUCATIONAL STATUS

EDUCATIONAL STATUS

Eight percent (11) of the graduate respondents indicated that they held other degrees in addition to the degree or certificate they received from JTCC (Table 50). Of those graduates, 4 have Associate degrees in addition to their awards from JTCC, and were enrolled in the following programs: Business - Accounting (1 graduate); Engineering Tech. - Electronics (1); and Math & Natural Sciences - Funeral Services (1) and Nursing (1).

The remaining seven graduates have Bachelor degrees and were enrolled in: Business - Beverage Marketing (1) and Data Processing (1); Math & Natural Sciences - Funeral Services (4); and Career Studies (1). The listing of the schools these graduates attended is located in the section on "Student Comments."

TABLE 50
ADDITIONAL DEGREES HELD

	DEGREES HELD				
DIVISION	Associate	Bachelor	No Additional Degree	No Response	Total
Business					
No.	1	2	40	1	44
Row %	(2)	(5)	(91)	(2)	(100)
Communications & Social Sciences					
No.	0	0	24	1	25
Row %			(96)	(4)	(100)
Engineering Tech.					
No.	1	0	21	1	23
Row %	(4)		(91)	(4)	(99)*
Math & Natural Sciences					
No.	2	4	23	1	30
Row %	(7)	(13)	(77)	(3)	(100)
Career Studies					
No.	0	1	9	1	11
Row %		(9)	(82)	(9)	(100)
Total					
No.	4	7	117	5	133
Row %	(3)	(5)	(88)	(4)	(100)

*Rounding Error

TABLE 51
HIGHEST DEGREE GRADUATES
PLAN TO EARN

DIVISION	DEGREES						
	Associate	Bachelors	Masters	Doctorate	No Additional Degree	No Response	Total
Business							
No.	6	19	4	2	10	3	44
Row %	(14)	(43)	(9)	(5)	(23)	(7)	(101)*
Communications & Social Sciences							
No.	0	10	9	2	4	0	25
Row %		(40)	(36)	(8)	(16)		(100)
Engineering Tech.							
No.	0	11	3	0	9	0	23
Row %		(48)	(13)		(39)		(100)
Math & Natural Sciences							
No.	0	16	8	1	5	0	30
Row %		(53)	(27)	(3)	(17)		(100)
Career Studies							
No.	2	2	0	1	5	1	11
Row %	(18)	(18)		(9)	(45)	(9)	(99)*
Total							
No.	8	58	24	6	33	4	133
Row %	(6)	(44)	(18)	(5)	(25)	(3)	(101)*

*Rounding Error

Graduates were asked to state the highest degree they plan to earn in the future (Table 51). One-fourth of the graduates stated they had no future plans for additional degrees. Three percent did not respond to this item. Of the 73 percent of graduates who indicated that they plan to earn an additional degree in the future, 6 percent plan to obtain an Associate degree; 44 percent, a Bachelors degree; 18 percent, a Masters; and 5 percent, a Doctorate or professional degree.

Communications & Social Sciences Division had the highest percentage of graduates with future degree plans (84 percent of all the division's respondents), followed by the Math & Natural Sciences Division (83 Percent), the Business Division (71 percent), the Engineering Division (61 percent) and Career Studies (45 percent).

TABLE 52
CURRENT SCHOOL ENROLLMENT
AND CLASSIFICATION

	CLASSIFICATION						
DIVISION	Freshman	Sophomore	Junior	Senior	None Given	Not In School	Total
Business							
No.	3	4	2	1	3	31	44
Row %	(7)	(9)	(5)	(2)	(7)	(70)	(100)
Communications & Social Sciences							
No.	2	7	1	0	1	14	25
Row %	(8)	(28)	(4)		(4)	(56)	(100)
Engineering Tech.							
No.	0	0	1	0	3	19	23
Row %			(4)		(13)	(83)	(100)
Math & Natural Sciences							
No.	0	1	0	0	1	28	30
Row %		(3)			(3)	(93)	(99)*
Career Studies							
No.	0	1	0	0	0	10	11
Row %		(9)				(91)	(100)
Total							
No.	5	13	4	1	8	102	133
Row %	(4)	(10)	(3)	(1)	(6)	(77)	(100)

*Rounding Error

Almost one-fourth of the graduates (23 percent) indicated they were currently enrolled in school and 77 percent were not in school (Table 52). The majority of the graduates (10 percent) enrolled indicated "sophomore" status, while 4 percent gave "freshman" classification, 3 percent were "juniors," and 1 percent "seniors." An additional 6 percent

did not specify their classification. The list of schools that the graduates are attending can be found in the "Student Comments" section.

TABLE 53
FULL-TIME AND PART-TIME
ENROLLMENT STATUS

DIVISION	ENROLLMENT STATUS Full Time	Part Time	None Given	Not In School	Total
Business					
No.	4	8	1	31	44
Row %	(9)	(18)	(2)	(70)	(100)
Communications & Social Sciences					
No.	8	1	2	14	25
Row %	(32)	(4)	(8)	(56)	(100)
Engineering Tech.					
No.	2	2	0	19	23
Row %	(9)	(9)		(83)	(100)
Math & Natural Sciences					
No.	1	1	0	28	30
Row %	(3)	(3)		(93)	(100)
Career Studies					
No.	0	1	0	10	11
Row %	(9)			(91)	(100)
Total					
No.	15	13	3	102	133
Row %	(11)	(10)	(2)	(77)	(100)

Of the 23 percent of graduates who were currently enrolled in school, 11 percent were enrolled on a full-time basis and 10 percent on a part-time basis. Two percent did not indicate their enrollment status (Table 53).

An analysis by division and programs of study shows that the Communications & Social Sciences Division had the largest percentage of graduates attending school (44 percent) and the largest percentage enrolled on a full-time basis (32 percent). The graduates were enrolled

in the following programs at JTCC (by status): Full-time - Human Services (3), Child Care Aide (2), Liberal Arts (1), General Studies (1) and Teacher Aide (1); Part-time - Human Services (1); and No Status Given - Child Care Aide (1) and Human Services (1).

The Business Division had the second largest percentage (30 percent) of graduates currently in school. They were in the following programs of study (by status): Full-time - Business Administration (2), Clerk Typist (1) and Management (1); Part-time - Management (3), Secretarial Science (2), Accounting (1), Data Processing (1), and Business Administration (1); and No Status Given - Data Processing (1).

Eighteen percent of the Engineering Division graduates indicated that they currently attended school and were enrolled in: Full-time - Electronics (2); and Part-time - Architecture (1) and General Engineering (1).

Two Math & Natural Sciences graduates stated they were currently in school. One graduate was enrolled on a full-time basis and the other on a part-time basis. Both were enrolled in the Science curriculum at JTCC. One Career Studies graduate was also enrolled on a part-time basis.

TABLE 54
PURSUING SAME
FIELD IN SCHOOL

DIVISION	PURSUING SAME FIELD			
	Yes	No	Not In School	Total
Business				
No.	6	7	31	44
Row %	(14)	(16)	(70)	(100)
Communications & Social Sciences				
No.	6	5	14	25
Row %	(24)	(20)	(55)	(100)
Engineering Tech.				
No.	2	2	19	23
Row %	(9)	(9)	(83)	(100)
Math & Natural Sciences				
No.	2	0	28	30
Row %	(7)		(93)	(100)
Career Studies				
No.	1	0	10	11
Row %	(9)		(91)	(100)
Total				
No.	17	14	102	133
Row %	(13)	(10)	(77)	(100)

Graduates were asked whether or not they were pursuing the same field of study in school (Table 54). Of the 23 percent of graduates in school, 13 percent said "yes" and 10 percent stated "no." By and large, the Business, Communications & Social Sciences, and Engineering Technologies Divisions' graduates tended to be evenly split in their responses, while all of the Math & Natural Sciences and Career Studies graduates who were attending school said they were pursuing the same field of study.

TABLE 55
PROBLEMS TRANSFERRING

DIVISION	PROBLEMS TRANSFERRING						
	No	Yes (Credits)	Yes (Adm. Req.)	Other	No Response	Not in School	Total
Business							
No.	5	3	0	3	2	31	44
Row %	(11)	(7)		(7)	(5)	(70)	(100)
Communications & Social Sciences							
No.	4	3	0	2	2	14	25
Row %	(16)	(12)		(8)	(8)	(56)	(100)
Engineering Tech.							
No.	2	0	0	2	0	19	23
Row %	(9)			(9)		(83)	(100)
Math & Natural Sciences							
No.	1	0	0	0	1	28	30
Row %	(3)				(3)	(93)	(100)
Career Studies							
No.	0	0	0	1	0	10	11
Row %				(9)		(91)	(100)
Total							
No.	12	6	0	8	5	102	133
Row %	(9)	(5)		(6)	(4)	(77)	(100)

The majority of the graduates who were in school indicated that they did have problems transferring (11 percent). Five percent said that all transfer credits were not accepted and 6 percent indicated that they had "other" problems transferring (See section on "Student Comments" for "other" problems given).

The graduates who stated that all transfer credits were not accepted were enrolled in the following programs at JTCC (by division): Business - Business Administration (1), Accounting (1), and Data Processing (1); and Communications & Social Sciences - Human Services (1), Child Care Aide (1) and Teacher Aide (1).

Graduates who indicated that they had "other" problems transferring were in the following programs (by division): Business - Clerk Typist (1), Management (1) and Secretarial Science (1); Communications & Social Sciences - Human Services (2); Engineering Tech. - Architecture (1) and General Engineering (1); and Career Studies (1). None of the Math & Natural Sciences Division graduates who were College Transfer students enrolled in Science indicated they had any problems transferring.

TABLE 56
COMPARISON OF INSTRUCTION
(CURRENT INSTITUTION AND JTCC)

	COMPARISON							
DIVISION	Same	Current is Better	JTCC Better	No Comparison	No Response	In School	Not in School	Total
Business								
No.	5	2	0	1	5	13	31	44
Row %	(11)	(5)		(2)	(11)	(30)	(70)	(100)
Communications & Social Sciences								
No.	4	3	1	0	3	11	14	25
Row %	(16)	(12)	(4)		(12)	(44)	(56)	(100)
Engineering Tech.								
No.	1	0	2	0	1	4	19	23
Row %	(4)		(9)		(4)	(17)	(83)	(100)
Math & Natural Sciences								
No.	0	0	1	0	1	2	28	30
Row %			(3)		(3)	(7)	(93)	(100)
Career Studies								
No.	0	0	0	1	0	1	10	11
Row %				(9)		(9)	(91)	(100)
Total								
No.	10	5	4	2	10	31	102	133
Row %	(7)	(4)	(3)	(1)	(7)	(23)	(77)	(100)

An array of responses was given when students were asked to compare instruction at their current institution with that at JTCC. Seven percent of the graduates who said the two institutions were "about the same" were enrolled in Business - Accounting (1), Data Processing (1), Business Administration (1), Clerk Typist (1) and Management (1); Communications & Social Sciences - Human Services (2), Teacher Aide (1) and Child Care Aide (1); and Engineering Tech. - Architecture (1).

Four percent stated that their present institution is better and were in the following programs: Business - Accounting (1) and Business Administration (1); and Communications & Social Sciences - Child Care Aide (1), General Studies (1) and Human Services (1). Three percent indicated that instruction at JTCC is better: Engineering Tech. - Electronics (2); Communications & Social Sciences - Liberal Arts (1); and Math & Natural Sciences - Science (1). An additional 1 percent said there was no comparison and were enrolled in Business Administration (1) and Career Studies (1). Seven percent did not respond to this item.

PRINCIPAL FINDINGS
AND
RECOMMENDATIONS

PRINCIPAL FINDINGS

Background Information

- Slightly over half (53 percent) of the 1986 graduates were female. About 4 out of every 5 were white. (These characteristics are similar to those of the student body).

- Fifty-nine percent of the graduates indicated they were "married," 36 percent said they were "single," and the remaining 5 percent said they were either "separated," "widowed," or failed to respond to this question.

- The majority of the graduates (40 percent) said their age fell in the 25 - 34 range. Other responses were: 18 - 24 (32 percent), 35 - 44 (20 percent), 45 - 49 (5 percent), and 50 or older (1 percent). An additional 2 percent did not respond to this item.

- The majority of the graduates (59 percent) began their studies at JTCC in the fall and completed them in the spring.

- Almost three-fourths stated they attended classes primarily during the day, and 58 percent said they pursued their studies primarily on a full-time basis.

- The primary reason graduates chose to attend JTCC was because of the courses and programs offered. A secondary reason for coming to the college was because of its proximity to their homes.

Evaluation of Student Services

- The most positive ratings by graduates in the area of Student Services were (in descending order): Admissions and Records, Bookstore, Parking, Library/Learning Resources Center, and the Business Office.

- The Student Lounge/Food Service and Counseling Services received the largest number of negative ratings of all services.

- Services and facilities least used by graduates were (in descending order): Cooperative Education, Veterans Affairs, Job Placement, Financial Aid, Learning Assistance Center and Student Activities.

Evaluation of Academic Services

- A majority of graduates (89 percent) stated they were satisfied with programs and services the College provided to assist them in achieving their goal.

- Eighty-eight (88) percent rated the quality of instruction in their major as "superior" or "good," while 6 percent rated it as "fair." None of the graduates rated instruction in their major as "poor."

- Three-fourths rated access to faculty as "superior" or "good," 15 percent said it was "fair," and 1 percent gave faculty access a "poor" rating.

- Sixty-nine (69) percent said faculty advising was "superior" or "good," while 24 percent rated it as "fair" or "poor."

- One-half of the graduates said they did not have classes in which the computer was used to supplement traditional instructional methods.

- The cost of books and supplies continues to receive one of the most negative ratings by graduates. Thirty-eight percent gave a "fair" rating and 11 percent said the cost of books and supplies was "poor."

- Nine out of every 10 graduates indicated that overall instruction at JTCC was "superior" or "good" and they would recommend the College to a person seeking to complete the same program.

Employment Status

- Collectively, the 1986 graduates represent the largest group (77 percent) of full-time employed graduates since the 1982 class. An additional 10 percent are employed on a part-time basis.

- One-half of the graduates are employed in private/profit-making organizations.

- The largest percentage of graduates reported annual gross salaries in the range of $15,000 - 19,999.

- Three-fourths said their present jobs are related to the fields in which they were trained.

Educational Status

- One-fourth of the graduates indicated they were currently in school, with one-half enrolled part-time and one-half enrolled on a full-time basis.

- Seven out of 13 of the College Transfer graduate respondents (54 percent) were attending school.

- The graduates were equally divided among those who are pursuing the same field of study in school and those who are not.

- The majority of the graduates who were in school indicated they had problems transferring. Of the graduates who had problems, 64 percent were Occupational/Technical graduates, 29 percent received Certificates, and 7 percent were College Transfer graduates.

RECOMMENDATIONS

1. Appropriate faculty and administrative staff should review those services and/or facilities whose ratings are considered unsatisfactory and those that were least used by graduates. A strategy should be devised to raise student perceptions and/or awareness levels in these areas.

2. Counselors and advisors should continue to stress the differences between the Occupational/Technical programs (designed to lead directly to employment or career advancement) and the College Transfer programs (in which students complete the first two years of a program leading to a baccalaureate degree).

3. Faculty should make every effort to keep the cost of books and supplies to a minimum. Unless subject matter undergoes frequent revisions, faculty should be encouraged to retain books for reasonable periods and to explore other ways to reduce expenses for the student.

APPENDIX

COMMENTS BY GRADUATES

COMMENTS: PLEASE TAKE A FEW MOMENTS TO PROVIDE ANY GENERAL COMMENTS THAT YOU CARE TO MAKE ABOUT JOHN TYLER COMMUNITY COLLEGE'S PROGRAMS OR SERVICES

DIVISION OF BUSINESS

ACCOUNTING:
- JTCC has an excellent program in both computer programming and accounting. The instructors in both of these areas are knowledgeable and willing to help the students.
- I feel that John Tyler is good for preparation for a variety of jobs, but I feel that they (those in the school) could do more to add more credibility to the Associate degree. Perhaps give something that is not given at any institution which would be more classes dealing with practical experience.

BEVERAGE MARKETING:
- Overall, I felt the programs and services were good. In some cases, instructors coming from the outside needed more guidance on classroom instruction, but for the most part they did okay. I feel John Tyler needs to put more resources into job placement. In my case I had a good job and a strong employment background, but many of the current students don't have that asset.

BUSINESS ADMINISTRATION:
- My studies at JTCC were very fruitful. My feelings about the school is that all programs are good. I was especially helped by the counselors as well as the paid tutors. Without people like Joan Walker and Ed Jordan I probably would not have made the curriculum requirements. The Library, teachers, and other staff proved to be very professional and if awarded the opportunity or need I would attend JTCC again. P. S. I paid $105.00 to replace a stone that fell out of a class ring that was purchased from Artcarved in 1985. That was about the worse thing that ever happened to me at your school.
- The only problem I had transferring credits was in Math. W&M would not accept the last 3 credits for 163. I am now taking Probabilities. Perhaps John Tyler could include the Probabilities course as part of 161, 162, 163. Also, W&M does not accept any CLEP credits. Anyone thinking of transferring to W&M should be advised not to take CLEP credits if they want to transfer the credits. Also, I got no credit for my PE credits in Sports Appreciation. When W&M says a PE activity, they mean an activity class, not an academic class. Overall, I was very fortunate & W&M accepted 60 transfer credits.

BUSINESS MANAGEMENT:
- I enjoyed the time I spent at John Tyler. I feel that the programs and services offered at Tyler are of good quality. The teachers, advisors, and business employees were very cooperative and helpful.
- I really enjoyed attending John Tyler. I felt I learned a lot there and I am using what I have learned.
- More publicity about organizations and opportunities are needed for evening students. As with anything, there are outstanding, mediocre,

and terrible programs, services, and instructors at JTCC, including student opinions. Overall, John Tyler was a good experience.

- I have been attending JTCC since the Fall of '81. I have enjoyed the college thoroughly. The teachers are super. They know you and you know them. The ELI Service was super when I was out with the birth of my son. College graduates always brag about their colleges. Well, I always put in a good word about JTCC whenever I can. I hope that the Alumni Foundation makes it off the ground because I definitely plan on being a member.
- Business Management Division Instructors are true professional, caring people. It was a true pleasure attending JTCC.
- The only negative thing about JTCC is the inability to transfer the majority of my credits. I believe if my courses were transferable I would pursue a bachelors degree. As it is, I will not.
- John Tyler offers many excellent programs that should lead to excellent paying jobs. My present employment could lead to advancement due to my Management degree and all.

CAREER STUDIES:

- I am grateful that I received 69 quarter credits from your facility during my studies at the Power Operations Training Center (POTC).
- I took word processing classes and feel they were the best. The instructors were excellent. I'm surprised the instructors don't go out and get a highly paid job in their field rather than teach. The instructors in the word processing department are highly motivated and well educated.
- I thoroughly enjoyed all of my classes except for one. This class was is not a very good instructor, in my opinion. I learned nothing from her; I learned from the textbook.
- I am a Virginia Power employee and the efforts by both the company and the college in this close, joint involvement in education is to be commended. You offer an outstanding program for the development of one's job/education knowledge. I strongly applaud you both in your efforts.
- I'm on welfare. Leave me alone.

CLERK TYPIST:

- The programs are fine, but they shouldn't tell you that they will help find a job when they don't. Someone called me once in June to see if I had a job. I have been down to the school several times to look at the board and I have found nothing. The job services are poor.

DATA PROCESSING TECHNOLOGY:

- It seems to me that there is not enough instructor review and control. There are instructors there that are doing more harm than good.
- I had a terrible time, towards the end of my education, finding out what I needed to take to graduate. Admissions & Records personnel were no help. Counselors knew nothing (including who exactly I should talk to). The faculty advisor I first had gave me advice like "I think" and "probably," and everywhere I turned I met pessimism and "pass the buck" syndrome. No one could even tell me who had the authority to make such decisions. I finally ended up with Dr. Armstrong and Patti Loika, both of whom bent over backwards to help me. Wish I'd tried them first!

- Overall I am satisfied with my studies at John Tyler; however, I feel that there should have been more attention paid to the matter of which types of employment would be available to the students upon completion of their studies. During my time at John Tyler I was never made aware of any job placement service, although I was given considerable help in acquiring employment by the head of the Data Processing department, Ms. Patti Loika.
- If you had a more extensive choice of degree programs, I would likely have chosen something else.

SECRETARIAL SCIENCE:
- My years at JTCC are ones I will always remember. Through interaction with faculty and students, I have grown in my secretarial skills and in my abilities to relate to others. Although there are areas that need improvement (food services, financial aid turnaround time), I am proud to be a graduate of JTCC.
- I was very satisfied in all courses I took. I would recommend the college to others.

DIVISION OF MATHEMATICS, NATURAL SCIENCES, & ALLIED HEALTH

FUNERAL SERVICES:
- I hope that eventually JTCC will be able to offer to funeral service students an advanced or additional program so as to earn a Bachelors degree in Mortuary Science. Since JTCC is the only Mortuary School in Virginia, its program should be one of the best in the nation and offering a variety of choices such as a 12-month Diploma program, a 19-month Associate Degree program, or additional study to achieve a Bachelor's degree. The College should also offer seminars in the various courses so as to keep graduates up to date in new methods. I also recommend that the College get a better code of honor during tests, etc.
- As I said, I prefer the last food service group because they were friendly and cared about the students. I visit off and on. Sometimes the machines are either empty or not working. I am very disappointed in JTCC's accepting these people's bid. They may have had a low price, but service is lousy. I think I would have paid the higher price and got good service. The other service people knew every student on a first name basis. I have talked to a lot of people and students. They are very dissatisfied about it. They want the old service back and I agree 100% all the way. Please take a survey out there about service. Please call me. I'll fill you in about the service.
- The program was greatly changed for the better when the College acquired Mrs. Hairston to head the Funeral Service program. I also believe that Mr. Sharp and Dr. Woolf are two very important assets to the program. It's tough, but in taking the State Boards or National, you at least know the National and are prepared for these exams.
- Frank Thornton is superior. is uncaring and obnoxious. should retire (knows not how to teach anything). The school in general is too easy. I had to take 20+ credits a quarter to hold my interest. Let Frank do his thing and all will be well.

NURSING:

- Compared to schools in Ohio (Junior Colleges) you rate very poor. The majority of the faculty is less educated than the students. I was pressured to drop out of the Nursing program because "didn't have a clinical space" for me although I had registered and paid for the classes. She refused to return my or my husband's phone calls. So we were forced to go to Dr. Mosby. Dr. Mosby was very helpful and intimated she would not let them drop me because the school didn't need another law suit.
- They could use more nursing magazines.
- I really appreciate the Nursing program for preparing me so well for State Boards. I felt that I had been guided in the right direction and I felt that the material covered in class and the clinical settings were adequate. However, I also feel that some of the nursing instructors at JTCC make the nursing program more stressful than it needs to be on a student. Some of the instructors are not good lecturers or good clinical instructors. I feel that the student learns more through self studying than in the classroom.
- There is great need for a nutritional and skills course for Tyler Nursing students. In addition, more clinical practice is needed greatly.
- Need to provide additional texts in library for nursing. Need to provide more equipment for nursing practice labs. Need to provide more efficient financial advisers. Those presently employed do not give consistent advice or take your needs into consideration unless your income is below standards, i.e. $14,000 or of a particular ethnic background. They are not objective in their counseling. Excellent Nursing program.
- I feel the Nursing program at JTCC was excellent. I was adequately prepared to take my State Boards and feel that I was also prepared to begin nursing. I plan to continue my education and will be taking additional courses at JTCC toward that goal.
- The only class that I ever took at JTCC that I just could not relate to the teacher was . She seemed to be on the defensive from day one and nothing I ever did or didn't do was right. She would lock us out of the classroom for being 30 seconds late. She seemed to be working against us, not with us. Many students shared these same feelings.
- I feel that I got a good base for my nursing career at JTCC.
- The content of study was excellent, but I was very disturbed by a few instructors because of their unfair tactics and below standard communications skills. Although one instructor resigned that I believe was totally unfair to many students, there were still a couple others that I believe weren't suited for the teaching profession because they were unfair to students or unprofessional in clinical settings. I was very poorly advised about the Nursing program by an advisor who wasn't even a nursing instructor. She was an English teacher!

DIVISION OF COMMUNICATIONS & SOCIAL SCIENCES

CHILD CARE:

- I was really pleased with Johnnie Humphrey's child care classes. I would recommend her classes to anyone.

- I was told that some of my classes would transfer to a 2 year college. When I went to transfer, nothing was accepted. I was very upset, disappointed, and felt like I had wasted an entire year at Tyler. If I came back to Tyler, I would speak to someone who had proof that I could see that things would transfer. Prices would be a benefit.

GENERAL STUDIES:

- I enjoyed John Tyler. The instructors and courses were great. It was a very rewarding experience. Thanks! I will enroll in VCU in 1987. I have contacted them already with my transcripts.
- After graduating from John Tyler in June '86 in General Studies, I attended Virginia State University in a program for Bachelor of Individualized Studies. In October I became ill and had to withdraw, but do plan to attend as soon as possible. VSU accepted all credits I had earned at Tyler and I was awarded a grant and attended full time.
- I was always disappointed by the inadequate art department. It's overcrowded and underequipped. You offer no art degree as such. Yet I know of other two year colleges that have several degrees offered in this field. I enjoyed most of my classes at Tyler and felt like I learned a great deal. It took me 5 years to get my degree. Partly because I chose to go slow but also because of schedule problems. It was very hard to take more than one or two classes a quarter without needing to go 5 days a week because of schedule conflicts. I am not employed at this time. I'm attending VSU trying to get my bachelors so I can teach art!
- In my opinion John Tyler Community College is ideally suited to those working people who wish to get quality education at affordable prices. It should have no problems marketing itself in this manner, that is of course if the targets care anything at all about the education per dollar ratio.

HUMAN SERVICES:

- I hope to start classes again in the fall (87). I miss John Tyler.
- I was surprised to learn that no HMSV or MENT courses were accepted as transfer credits.
- I think that the College provides wonderful services to its students and that the programs are well set up. Keep up the good work. Thank you for helping me obtain my goal.
- Due to many students working full time, I feel a student with a minimum 3.00 (B) average cumulative after 1 quarter should be allowed unlimited absences. As long as the student completes the work as required and maintains the average, I cannot comprehend any other policy. You have to work to support yourself and/or family. You desire to attend college to obtain better employment or to learn more academic philosophies. Why be punished? Sometimes after 8 hours of work you are exhausted. If you maintain a "B" average you should be allowed unlimited cuts. Also, courses need to be made available at flexible times to allow students to progress toward completing a curriculum within a reasonable and convenient time frame. Additionally, counselors and advisors should have available current information regarding what courses at JTCC will transfer to other institutions. The students should have more meetings to express concerns, opinions, suggestions and problems. Not once every 6-7 months, but perhaps the end of each quarter.

- I first entered John Tyler to become an R.N. However, my last request to re-enter the program was rejected. I was lost for a time, but I am so grateful now. The Human Services program allows me to cover many aspects of serving the people. The services are not bad; however I feel that the financial aid service needs to be revised or comply with written agreement. To state that students will receive checks in 3 to 4 weeks is wrong when they don't receive them until the 6th week of classes. This is a major problem among the students. Thank you.

DIVISION OF ENGINEERING TECHNOLOGIES

GENERAL ENGINEERING TECHNOLOGY:

- I enjoyed the classes at John Tyler. One or two of my instructors, not the regular staff but from industry related jobs, left a lot to be desired as instructors. I also think that it is a shame that most of the textbooks cost as much as the classes, and that most books change every year.
- The program I was in was very good. However, after finding a job in Engineering, I feel that they should teach something about HVAC Systems and fluids. Overall, the program helped me a lot in finding a job.
- A prerequisite for the job I now have is an Associate degree or a four year degree. In 1980 I began pursuing my Associate degree and was awarded my current job when I had completed approximately 30 credits, with credit given for 10 years with the company. It was a goal of mine to receive a college degree, and six years to the quarter I obtained my AAS degree in Industrial Engineering Technology in June 1986. All credits were earned while working full time and all classes were taken at night. It was a pleasure to be able to receive valuable knowledge, training, and a degree from your institution. I will value the experience for the remainder of my life. Thank you for the opportunity.
- The only complaint that I had was that towards the end of the curriculum some classes were so small that they were closed due to low enrollment.
- I feel that the school could improve the Engineering courses by offering more Engineering classes per quarter. Personally, I could have used more Electrical Engineering classes but none were offered. Most instructors were very good, but there was 1 that I had problems with:
- Enjoyed JTCC very much, especially Joe Jordan & Barry Edwards' help during my time there.

ELECTRONICS

- Job placement services were lacking. I don't think JTCC made good contacts with area industry to help students in the technologies department. The only jobs posted were those sent by industry. I am pleased with notices in the mail of jobs sent to the school related to my field.
- In my experience with John Tyler Community College I felt that I was given the utmost opportunity to pursue my education. Thank you.

- I have attended night classes at both John Tyler and J.S. Reynolds. The community college system needs to screen the part-time teachers better. No one complaint would cover the experiences I have had over the past ten years.
- I felt that John Tyler fulfilled their obligation to me as far as setting up interviews. I got a job at Potomac Electric Company in Maryland, and I plan to go back to school. I am sorry for the delay in my response to this survey, for I was involved in moving and changing jobs and it was very distracting to anything that would come up. Again I apologize for the delay in responding.

WHY DID YOU CHOOSE TO ATTEND JOHN TYLER COMMUNITY COLLEGE? Under "Other," respondent indicated "Primary Reason" or "Secondary Reason" and wrote the following:

BUSINESS DIVISION

ACCOUNTING:
- Accessibility for handicapped.
- Atmosphere.
- Received scholarship
- Start date for fall quarter compatible with my schedule at the time.

CAREER STUDIES:
- Power Operations Training Center (VEPCO employee)

CLERK TYPIST:
- Dislocated worker's program

POLICE SCIENCE:
- Small college. No "high school" surroundings (football team, "popularity contests," etc.

DIVISION OF COMMUNICATIONS & SOCIAL SCIENCES

CHILD CARE:
- Better job, higher pay

HUMAN SERVICES:
- Dependable faculty

DIVISION OF ENGINEERING TECHNOLOGIES

GENERAL ENGINEERING TECHNOLOGIES:
- Had not decided upon career.

ELECTRONICS
- (Chose "Inexpensive" and wrote) At that time, less so now.
- Gain new employment.

DIVISION OF MATHEMATICS, NATURAL SCIENCES, & ALLIED HEALTH

FUNERAL SERVICES:
- Only mortuary school in VA

NURSING:
- Two year program.
- Closest community college that offered the courses I needed.

IN ADDITION TO THE DEGREE OR CERTIFICATE YOU RECEIVED FROM JTCC, WHAT OTHER DEGREE(S) DO YOU HOLD?

BUSINESS DIVISION

ACCOUNTING:
-Associate, Ferrum College, 1981

BUSINESS MANAGEMENT:
-Got two degrees at JTCC - Computer & Business.

CAREER STUDIES:
-B.S. in Home Economics, Northern Illinois University

DATA PROCESSING TECHNOLOGY:
-Bachelor's degree, William and Mary 1981

DIVISION OF MATHEMATICS, NATURAL SCIENCES, & ALLIED HEALTH

FUNERAL SERVICES:
- B.S., Virginia State, 1984
- Bachelors, Trevecca College, 1983
- Bachelors, VSU, 1980
- Associate, Chowan, 1977
  Bachelors, Christopher Newport, 1980
- Associate, Richard Bland, 1984

NURSING:
- University of Maryland, 1983

PRE SCIENCE (OLD):
- Two degrees currently held from JTCC.

WHAT WAS YOUR PRIMARY GOAL IN ATTENDING JTCC? Under "Other" the respondent wrote the following:

BUSINESS DIVISION

BUSINESS MANAGEMENT:

- Didn't have a job after high school and felt I couldn't just sit home and do nothing.

CAREER STUDIES:
- To obtain an Associate degree.

DIVISION OF COMMUNICATIONS & SOCIAL SCIENCES:

GENERAL STUDIES:
- Personal satisfaction and a degree.

DIVISION OF MATHEMATICS, NATURAL SCIENCES, & ALLIED HEALTH

FUNERAL SERVICES:
- As part of the licensing process for Funeral Service.
- To obtain mortician's license.
- Job required the associate in Mortuary Science.
- Required for Funeral Service license.

INSTRUCTION. (PLEASE RATE THE QUALITY OF INSTRUCTION YOU RECEIVED AT JOHN TYLER COMMUNITY COLLEGE.)

BUSINESS DIVISION

DATA PROCESSING:
- By LAB EQUIPMENT AND FACILITIES graduate wrote "poor in beginning but improved in the last few quarters."

HAVE YOU BEEN CERTIFIED OR LICENSED IN YOUR CHOSEN PROFESSION?

DIVISION OF COMMUNICATIONS & SOCIAL SCIENCES

GENERAL STUDIES:
- Music Teacher, National Piano Guild

STUDENT SERVICES (PLEASE RATE THE FOLLOWING SERVICES AND FACILITIES AT JTCC.)

DIVISION OF MATHEMATICS, NATURAL SCIENCES, AND ALLIED HEALTH

FUNERAL SERVICES:
- Regarding the Student Lounge: The Student Lounge people they have now are not keeping up the standards of the last Lounge & Food Service people.

DIVISION OF ENGINEERING TECHNOLOGIES:

ELECTRONICS:
- Regarding the Book Store: Too expensive.

WOULD YOU RECOMMEND THE COLLEGE TO A PERSON SEEKING TO COMPLETE THE SAME PROGRAM? IF NO, WHY NOT.

BUSINESS DIVISION

CAREER STUDIES:
- Maybe - courses have not helped in present job.

DIVISION OF COMMUNICATIONS & SOCIAL SCIENCES

CHILD CARE:
- Nothing was transferable. Not in same field any longer. Know other people who have quit field & gone in other directions (such as jobs).

HUMAN SERVICES:
- I would recommend a 4-year college.

DIVISION OF MATHEMATICS, NATURAL SCIENCES, & ALLIED HEALTH

NURSING:
- No. I felt the Nursing Program was unorganized and too subjective.
- No. Too unorganized.
- Only if student had previous experience in nursing.
- No. Poor instruction and advisor system. Some nursing instructors were unprofessional.

DIVISION OF ENGINEERING TECHNOLOGIES

ELECTRONICS
- No. Poor instructors during evening classes.

EMPLOYMENT INFORMATION

IF YOU ARE EMPLOYED FULL OR PART TIME, PLEASE GIVE:

Employer	Job Title	Address
	BUSINESS DIVISION	
ACCOUNTING:		
DeWitt Computer Service	Computer programmer	Rt. 1, Box 271-A DeWitt, VA 23840
San J International	Administrative Assistant	3236 Boulevard Col. Heights, VA 23834
City of Hopewell Management Services/ Accounting	Accounts Payable	300 N. Main Street Hopewell, VA 23860
H & S Equipment Co.	Bookkeeper	15521 S. Crater Road Petersburg, VA 23805
BEVERAGE MARKETING:		
Defense General Supply Center	Supervisor, Supply technicians	Jefferson Davis Hwy Richmond, VA
Richmond Credit Bureau	Receptionist	700 E. Main Street Richmond, VA 23209
BUSINESS ADMINISTRATION:		
Defense Depot (Bellwood)	Warehouse worker, General Foreman	Jefferson Davis Hwy Richmond, VA
Dominion Bank	P&R Teller	5630 Hopkins Road Richmond, VA 23234
Hercules	Buyer	P.O. Box 271 Hopewell, VA 23860
BUSINESS ADMINISTRATION:		
Econo Lodge South of Petersburg	Desk Clerk	16905 Parkdale Road Petersburg, VA 23805
BUSINESS MANAGEMENT:		
Revere Business Products, Inc.	Service Manager	425 Southlake Blvd. Richmond, VA 23236

MG Industries	Admin. Asst.	2100 Commerce Road Richmond, VA
E. R. Carpenter	Set-up Mechanic	Jefferson Davis Hwy. Richmond, VA
U. S. Government	Log. Mgt. Spec.	Fort Lee, VA
John Tyler CC	Recep./Secretary	Chester, VA 23831
State Corporation Commission	Principal Office Clerk	701 E. Byrd Street Suite 1600 Richmond, VA 23219
Virginia Hospital Laundry, Inc.	Executive Director	1601 N. 17th St. Richmond, VA 23219
Ukrops	Stock Clerk	Oxbridge Square Hull Street Chesterfield County, VA
Seven-11	Clerk	Conduit Road
CAREER STUDIES:		
Virginia Power	Health Physics Technician	Surry Power Station Surry, VA
Federal Reserve Bank of Richmond	Secretary A	701 E. Byrd Street Richmond, VA 23261
J. C. Penney's	Decorator Consultant	Cloverleaf Mall Richmond, VA
Virginia Power	Control Room Operator	Surry, VA
John Tyler Community College	Office Services Aide	Chester, VA
Haynes (also self employed)	Sales, Furniture	Hull Street Road Richmond, VA
Virginia Power Surry Nuclear Power Sta.	Health Physics Technician	P. O. Box 350 Surry, VA 23883
Virginia Power	Health Physics Technician	Surry, VA 23883
Great Coastal Express	OS&D Clerk	Midlothian Turnpike Richmond, VA
CLERK TYPIST:		
Virginia State University	Fiscal Ass't.	Petersburg, VA 23834

Record Data	Computer Operator	Richmond, VA
DATA PROCESSING TECHNOLOGY:		
Allied Fibers	Ass't Engineer	Allied Chemical Road
Auditor of Public Accounts	Ass't. Supervisor, Reports & Typing	P.O. Box 1295 Richmond, VA 23210
Va. Dept. of Health	Computer Programmer Intern	109 Governor Street Richmond, VA
Peebles Department Stores	Computer Programmer	1 Peebles Street South Hill, VA
Dept. of Health, Division of Information Resources	Programmer	Madison Bldg 109 Governor St. Room 309 Richmond, VA 23219
Southside Mental Health & Mental Retardation Support Unit	Lead Computer Operator	P.O. Box 4030 Petersburg, VA 23803
Automatic Equipment Sales, Inc.	Computer Operator	3600 Saunders Ave. Richmond, VA
Computer Sciences Corp.	Computer Programmer/Analyst (AMTS)	Rt. 106 P.O. Box 170 Prince George, VA
Chesterfield County Data Processing	Sr. Programmer/ Analyst	P.O. Box 40 Chesterfield, VA 23832
Automatic Equipment Sales, Inc.	Computer Operator	3600 Saunders Ave. Richmond, VA
POLICE SCIENCE:		
Chesterfield County	Water Treatment Plant Operator	
State Police	Deputy Assistant Director	7700 Midlothian Turnpike Richmond, VA
U. S. Marshall	Deputy U. S. Marshall	P.O. Box 2-C Richmond, VA 23206
Va. State Police	Trooper	3601 Ironbridge Rd. Richmond, VA
Petersburg Police	Vice Detective	37 E. Tabb Street Petersburg, VA

SECRETARIAL SCIENCE:

Heritage Chevrolet	Title Clerk	P.O. Box AS Chester, VA 23831
Fort Lee	Clerk Steno	Fort Lee, VA 23801
JTCC	Secretary Senior	Chester, VA 23831

DIVISION OF COMMUNICATIONS & SOCIAL SCIENCES

CHILD CARE:

Walnut Hill Nursing Home	Nursing Assistant	Walnut Hill Petersburg, VA
Wyche's Day Care Center & Kindergarten	Kindergarten teacher	1009 Halifax Street Petersburg, VA
The Little Playschool	Teacher	7821 Ironbridge Rd.
Thalhimers/Sovran	Sales Clerk/New Accounts/Information	Petersburg/Petersburg
Dr. Kilbourne	Dental Ass't.	P.O. Box 400

GENERAL STUDIES:

E. K. Carpenter		Richmond, VA
World Telex Service Co., Inc.	President & General Manager	501 Cedarbrooke Lane Richmond, VA 23229

HUMAN SERVICES:

Dreyfuss Realtor	Assistant Residential Manager	Bethesda, MD
Central State Hospital	Mental Health Worker (Psychological services)	Petersburg, VA
Central State Hospital	Psychiatric Aide	Petersburg, VA
Capital Area Agency on Aging	Site Manager	Clay Street Richmond, VA
Southside Virginia Training Center	Development Aide	912 Wilcox Street Petersburg, VA
Chesterfield Vocational Services	MH/MR Production Training Specialist	7531 Whitepine Rd. Chesterfield, VA

Richmond Facility of Community Activities (Mosque)	Usheress	6 N. Laurel Richmond, VA
LIBERAL ARTS:		
Equitable Financial Services	Administrative Assistant	105 Marshall Street Petersburg, VA
TEACHER AIDE:		
Flowers n' Things (self employed)	Owner	1714 W. Washington St Petersburg, VA
PRE SCIENCE:		
V.A. Medical Center	Pharmacy Tech.	1201 Broad Rock Rd. Richmond, VA
United Virginia Bank	Teller	Wards Corner Office Norfolk, VA

DIVISION OF ENGINEERING TECHNOLOGY

ARCHITECTURAL TECHNOLOGY:		
Virginia Department of Highways	Highway Engineering Tech. C	District Office Colonial Heights
GENERAL ENGINEERING TECHNOLOGY:		
AT&T Communications	TSPS Operator	703 E. Grace Street Richmond, VA
Virginia Power	Maint. Planner	Dutch Gap, VA 23831
CEK Inc.	Jr. Designer	Chamberlayne Avenue Richmond, VA
Va. Power	Service Rep.	11200 Ironbridge Road Chester, VA 23831
Adamson Co., Inc.	Engineer Asst.	13200 Ramblewood Drive Chester, VA
Sealey Equipment Co.	Owner	Rt. 2 Box 222 Waverly, VA 23810
Virginia Power	Standards Engineer	P.O. Box 26666 Richmond, VA 23261
ELECTRONICS		
Sears & Roebuck	Salesman	7101 Midlothian Tnpk Richmond, VA
UPS & Ten Pin Coliseum	Unloader/bagger & Pin chaser	Coach Road & Belt Blvd., Richmond, VA

Commtronics of VA., Inc.	Electronics Tech.	Ettrick, VA
Titmus Optical	Production Supervisor (Computer Aided Manufacturing)	1301 Commerce St. Petersburg, VA
Robertshaw Controls Co.	CAD Draftsman	1800 Glenside Drive Richmond, VA
MCV	Lab Mech. A	Richmond, VA
Deluxe Check Printers, Inc.	Building Engineer	3405 Commerce Road Richmond, VA 23234
Richmond Petersburg Tnpk.	Inspector Trainee	Chester, VA
C & P Telephone of Va.	System Technician	4800 Coleman Road
Pepco-Potomac Electric	Instrument Repairer Class C	Chalk Point Generating Station Aquasco, Maryland
Philip Morris	Electrician	2301 Everett St. Richmond, VA

DIVISION OF MATHEMATICS, NATURAL SCIENCES, & ALLIED HEALTH

FUNERAL SERVICES:

Poole's Funeral Home	Mortician	Rt. 2, Box 738
Crocker Funeral Home	Resident Trainee	900 E. Washington Street Suffolk, VA 23434
William N. Bland & Son Funeral Home	Vice President	137 Harrison Street Petersburg, VA 23803
Peebles Funeral Home	Trainee	1016 E. Washington St. Suffolk, VA 23434
Woody Funeral Home	Funeral Director	1771 Parham Road Richmond, VA 23229
John M. Oakey & Son	Funeral Services Licensee - Director, Pre-Need Program	305 Blvd. Salem, VA 24153
O. H. Smith & Son Funeral Home	Asst. Funeral Director and Embalmer	3009 Chestnut Ave. Newport News, VA 23607

E. Alvin Small Funeral Home	Funeral Director	2033 Blvd. Colonial Heights, VA 23834
Sanford-Casto Funeral Home	Manager & Co-owner	P.O. Box 783 Montross, VA 22520
Gould Funeral Home	Funeral Director & Embalmer	Hopewell, VA
Joseph W. Bliley Co.	Apprentice Funeral Director	300 E. Marshal Street Richmond, VA
W.B. Harrison Co.	Funeral Director	Lexington, VA
NURSING:		
John Randolph Hospital	Registered Nurse	Randolph Road Hopewell, VA 23860
MCV Hospitals	RN	Richmond, VA
Chippenham Hospital	RN	7101 Jahnke Road Richmond, VA
Southside Regional Medical Center	RN	8015 S. Adams Street Petersburg, VA
Southside Regional Hospital	RN	Petersburg, VA
King's Daughter's Hospital	RN, Charge on 11 to 7 shift	N. Augusta Street Staunton, VA
Chippenham Hospital	RN	7101 Jahnke Road Richmond, VA
Chippenham Hospital	Staff Nurse	Richmond, VA
Southside Regional Medical Center	RN	Petersburg, VA
Medical College of Va.	RN Neonatal Intensive Care Unit	Richmond, VA
John Randolph Hospital	RN	Hopewell, VA
Walter Reed Community Hospital	RN, staff	Gloucester, VA 23061
Johnston Willis Hospital	Staff RN	Richmond, VA
Johnston Willis Hospital	RN, staff nurse on Rehab Unit	Johnston Willis Dr. Richmond, VA

Care Services	RN	Forest Hill Richmond, VA
MCV	RN	Richmond, VA

HOW DID YOU FIND OUT ABOUT THIS JOB. Graduate circled "Other" and wrote:

BUSINESS DIVISION

ACCOUNTING:
- They found me.

BUSINESS ADMINISTRATION:
- Initiative.

BUSINESS MANAGEMENT:
- Have been working prior to enrolling at JTCC.
- Job hunting.
- Federal service promotion.

CAREER STUDIES:
- Within company.
- Family member.
- Cold called.
- Job transfer.
- COE program in high school.

CLERK TYPIST:
- Manpower

POLICE SCIENCE:
- Always wanted to be a trooper.
- Self advised.

SECRETARIAL SCIENCE:
- Family.

DIVISION OF COMMUNICATIONS & SOCIAL SCIENCES

CHILD CARE:
- Through volunteer work at Petersburg General Hospital, from Volunteer Director
- I called around.
- Went out looking.

GENERAL STUDIES:
- I created it.

HUMAN SERVICES:
- Relocation
- I have been there for 23 years.

DIVISION OF MATHEMATICS, NATURAL SCIENCES & ALLIED HEALTH

FUNERAL SERVICES:
- Formed Inc.

DIVISION OF ENGINEERING TECHNOLOGIES

ARCHITECTURAL TECHNOLOGY:
- Letter from JTCC.

GENERAL ENGINEERING TECHNOLOGY:
- Started before attending JTCC.
- Telephoned
- Family
- Worked there before I started.

ELECTRONICS
- Found it myself.
- JTCC - UPS
  Friend - Ten Pin Coliseum
- Relative
- Already employed with company.

DIVISION OF MATHEMATICS, NATURAL SCIENCES, & ALLIED HEALTH

FUNERAL SERVICES:
- Family owned.
- On my own.
- Family business.

NURSING:
- Employer.
- Worked there prior to graduation.
- Part-time jobs for RNs are usually available so I just applied.
- Did student nursing there.
- Worked there as student.

HAVE YOU RECEIVED A PROMOTION SINCE YOU COMPLETED YOUR STUDIES?

BUSINESS DIVISION

ACCOUNTING:
- Acquired new, better job.

WHAT IS YOUR ANNUAL GROSS SALARY BEFORE DEDUCTIONS? (Do not include overtime.)

BUSINESS DIVISION

ACCOUNTING:

$14,000	40 hours
12,000	40 hours

13,500	40 hours
BEVERAGE MARKETING:	
18,500	40 hours
9,000	40 hours
BUSINESS ADMINISTRATION:	
26,000	40 hours
6,000	30 hours
BUSINESS MANAGEMENT:	
7,680	40 hours
30,000	40 + hours
20,000	40 hours
19,458	40 hours
11,731	40 hours
14,016	40 hours
39,750	40 hours
16,000	40 hours
7,800	40 hours
CAREER STUDIES:	
24,000	40 hours
16,700	40 hours
Don't know yet-commission	40 + hours
20,000	40 hours
6,000	30 hours
26,000	40 hours
20,000	40 hours
CLERK TYPIST:	
12,827.04	40 hours
10,140	40 hours
DATA PROCESSING TECHNOLOGY:	
21,899	40 hours
18,000	40 hours
22,885	40 hours
6,760	25 hours
21,000	80 hours
25,000	40 hours
6,760	25 hours
POLICE SCIENCE:	
14,000	40 hours
39,000	40 hours
30,000	40 hours
22,000	40 hours
16,000	45 hours

SECRETARIAL SCIENCE:

12,000	40 hours
11,414	40 hours
6,800	20 hours

DIVISION OF COMMUNICATIONS & SOCIAL SCIENCES

CHILD CARE:

12,000	32 hours
8,000	40 hours
5,460	
9,000	40 hours
10,400	40 hours

GENERAL STUDIES:

over $12,000/yr	40 hours

HUMAN SERVICES:

17,000	40 hours
15,000 first year, 2nd year 25,000 & up	40 hours
12,816	40 hours
10,300	40 hours
4,000	24 hours
15,000	40 hours

DIVISION OF ENGINEERING TECHNOLOGIES

ARCHITECTURAL TECHNOLOGY:

15,300	40 hours

GENERAL ENGINEERING TECHNOLOGY

22,000	40 hours
40,000	40 hours
13,500	40 hours
25,000	40 hours
12,000	40 hours
28,000	50 hours
31,000	40 hours
26,500	40 hours

ELECTRONICS

10,000	20 hours
13,000	55 hours
15,500	40 hours
22,000	40 hours
17,200	40 hours
12,400	40 hours

DIVISION OF MATHEMATICS, NATURAL SCIENCES, AND ALLIED HEALTH

FUNERAL SERVICES:

9,072	40 hours
12,500	40 hours
25,000	40 hours
7,070	N/A
17,250	40 hours
16,000	50 hours
9,880	40 hours

NURSING:

19,000	40 hours
17,500	40 hours
3,600	16 hours
Approx. 19,000	40 hours
21,000	40 hours
17,500	40 hours
19,353	40 hours
7,950	16 hours
17,472	40 hours
Varies depending on shift worked. $8.69 - $11.69 per hour.	
18,300	40 hours
22,000	32 hours
19,534	40 hours

PRE SCIENCE:

15,000	40 hours

COLLEGES/UNIVERSITIES GRADUATES ARE NOW ATTENDING

PLEASE GIVE THE NAME OF THE INSTITUTION YOU ARE CURRENTLY ATTENDING.

BUSINESS DIVISION

ACCOUNTING:

Virginia State University	Petersburg, VA 23803

BUSINESS ADMINISTRATION:

Virginia Commonwealth University	Richmond, VA 23234
William & Mary	Williamsburg, VA
VCU	Richmond, VA

BUSINESS MANAGEMENT:

John Tyler Community College	Chester, VA
John Tyler Community College	Chester, VA
John Tyler Community College	Chester, VA
John Tyler Community College	Chester, VA

CAREER STUDIES:

John Tyler Community College	Chester, VA

CLERK TYPIST:

John Tyler Community College	Chester, VA

DATA PROCESSING TECHNOLOGY:

Virginia Commonwealth University	Richmond, VA
VCU	Richmond, VA

SECRETARIAL SCIENCE:

John Tyler Community College	Chester, VA

DIVISION OF COMMUNICATIONS & SOCIAL SCIENCES:

CHILD CARE AIDE:

John Tyler Community College	Chester, VA
John Tyler Community College (thru fall 87)	Chester, VA
Richard Bland College	Petersburg, VA

GENERAL STUDIES:

Virginia State	Petersburg, VA

HUMAN SERVICES:

Virginia Commonwealth University	Richmond, VA
VSU	Petersburg, VA
John Tyler Community College	Chester, VA
Virginia Commonwealth University	Richmond, VA

LIBERAL ARTS:

St. Leo's College	Fort Lee, VA

TEACHER AIDE:

Virginia Commonwealth University	Richmond, VA

DIVISION OF ENGINEERING TECHNOLOGIES

ARCHITECTURAL TECHNOLOGY:

John Tyler Community College	Chester, VA

GENERAL ENGINEERING TECHNOLOGY:

John Tyler Community College	Chester, VA
O.D.U.	Norfolk, VA

ELECTRONICS:

Virginia State University	Petersburg, VA

DIVISION OF MATHEMATICS, NATURAL SCIENCES & ALLIED HEALTH

PRE SCIENCE:

John Tyler Community College	Chester, VA
O.D.U.	Norfolk, VA

WHAT IS YOUR CLASSIFICATION AND ENROLLMENT STATUS?

BUSINESS DIVISION

ACCOUNTING:
Junior

BUSINESS ADMINISTRATION:
Senior
Junior

DIVISION OF COMMUNICATIONS & SOCIAL SCIENCES

GENERAL STUDIES:
Junior

ARE YOU CURRENTLY PURSUING THE SAME FIELD OF STUDY THAT YOU COMPLETED AT JOHN TYLER COMMUNITY COLLEGE? Respondent circled "no" and listed new field of study.

BUSINESS DIVISION

BUSINESS MANAGEMENT:
- Automotive Technology
- Personal satisfaction.
- Accounting
- Beverage Marketing

CLERK TYPIST:
- Police Science

SECRETARIAL SCIENCE:
- Accounting

DIVISION OF COMMUNICATIONS & SOCIAL SCIENCES

CHILD CARE AIDE:
- Human Services
- Elementary Education

GENERAL STUDIES:
- Yes & No. Tyler had no Art curriculum. Had to take General Studies.

HUMAN SERVICES:
- Special Ed
- Taking additional transfer courses for B.S Degree in Sociology or Psychology.

DIVISION OF ENGINEERING TECHNOLOGIES

ARCHITECTURAL TECHNOLOGY:
- Surveying Certificate

GENERAL ENGINEERING TECHNOLOGY:
- Electrical Engineering Technology

DID YOU HAVE ANY PROBLEMS TRANSFERRING TO THE INSTITUTION YOU ARE NOW ATTENDING?

BUSINESS DIVISION

ACCOUNTING:
- Graduate circled (2) (Yes, all transfer credits were not accepted) and added "Most were."

DATA PROCESSING TECHNOLOGY:
- I am applying for January, 1987, semester. Haven't heard final OK yet.

DIVISION OF COMMUNICATIONS & SOCIAL SCIENCES

GENERAL STUDIES:
- Will enroll VCU in 1987. No problems transferring.

HUMAN SERVICES:
- I couldn't use all of my JTCC credits.

HOW DOES THE QUALITY OF INSTRUCTION AT JOHN TYLER COMMUNITY COLLEGE COMPARE TO THAT OF THE SCHOOL YOU ARE NOW ATTENDING?

BUSINESS DIVISION

ACCOUNTING:
- Respondent circled (2) (Instruction at current institution is better) and added "Slightly."

DIVISION OF COMMUNICATIONS & SOCIAL SCIENCES:

GENERAL STUDIES:
- (Circled "Instruction at current institution is better" and wrote) art classes. (Circled "Instruction at John Tyler is better and wrote) some of English and History classes.
- Much different. Instruction at JTCC more personal. Material At ODU is more difficult.

THE FOLLOWING INFORMATION IS OPTIONAL AND WILL BE USED ONLY IF YOU AGREE TO PARTICIPATE IN AN EMPLOYER FOLLOW-UP SURVEY.

NAME	TELEPHONE
BUSINESS DIVISION	
BUSINESS ADMINISTRATION:	
Lisa Oliver	275-0750
Pat Roach	748-8512
BUSINESS MANAGEMENT:	
Loretta H. Lucy	861-3905
Bob Hamm	526-9486
Agnes Blowe	458-6224
Thomas "Wayne" Holmes	(H) 276-7054
	(O) 786-3657
Robert K. Humber	788-9163
Sarah C. Lofter	526-7992
CAREER STUDIES:	
Mark A. Linkous	826-7510
Carol Bibb	271-6735
Quelley B. Boney, Jr.	247-6848
Warren K. Knarr	804-294-5104
CLERK TYPIST:	
Vernell M. Freeman	526-8952
Angela Steed	748-2569
DATA PROCESSING TECHNOLOGY:	
Joanne T. Vival	225-3350
Ann M. Lewis	(H) 743-1694
	(W) 225-4422
Brenda M. Schmitz	804-861-7316
James Colin Vaughan	458-0364 (H)
	862-3000 (W)
Danny R. St. Clair	748-6956
POLICE SCIENCE:	
Michael Yates	732-4222
SECRETARIAL SCIENCE:	
Mary Tench	458-1830
Kim Helmer Short	732-3861
DIVISION OF COMMUNICATIONS & SOCIAL SCIENCES	
CHILD CARE:	
Betty Foreman	861-5330
Pamela A. Goode	275-2424

GENERAL STUDIES:

John Wilkerson	748-6138
Dorothy Jean Alford Jones	526-0915
Thomas E. Neaves, Jr.	741-6365

HUMAN SERVICES:

Beverley Dowdey	744-1578
Patricia A. Brown	804 862-2806
Gregory T. Relaford	733-0695

PRE SCIENCE:

Linh N. Cao	423-5627

TEACHER AIDE:

Karen Seal	733-7602 (H)
	733-9235 (W)

DIVISION OF ENGINEERING TECHNOLOGIES

GENERAL ENGINEERING TECHNOLOGY

Amby F. Cleaver	796-5143
Mitchell W. Speights	732-5712
Alan Jarrett	520-2679

ELECTRONICS

Edward B. Cash, Jr.	276-3411
Robert J. Welch (talk to me, not my employer)	745-3038

DIVISION OF MATHEMATICS, NATURAL SCIENCES, & ALLIED HEALTH

FUNERAL SERVICES:

Karen Hardy	804 357-3851
Pamela L. Southam	804 488-4305
Fenton L. Bland, Jr.	732-7841
Donna M. Fitzgerald	804 399-1109
James L. Paitsel, Jr.	703 387-3590
Kiplin Lane Jordan	804 526-3400
Dave M. Casto	804 493-9125
Richard Brockwell	329-0511

JOHN TYLER COMMUNITY COLLEGE
Chester, Virginia 23831

GRADUATE FOLLOW-UP SURVEY INSTRUMENT

Dear Graduate:

We are conducting our annual survey of graduates in an effort to: (1) determine the extent to which the College assisted you in reaching your goal(s), (2) ascertain information concerning your present occupation or student status, and (3) evaluate the effectiveness of JTCC's academic and student services.

Your input is invaluable to us. Please take a few minutes and complete all items that are applicable. Kindly circle (1) the number next to the appropriate response or fill in the blank.

Thank you for your assistance.

F. W. Nicholas, Sr.
President, JTCC

A. BACKGROUND INFORMATION

cc4 1. Marital Status: (1) Single
(2) Married
(3) Other _____

cc5 2. Age: (1) 17 or under
(2) 18-24
(3) 25-34
(4) 35-44
(5) 45-49
(6) 50 or older

3. Give the quarter and year that you were first enrolled and last enrolled at John Tyler Community College:

		Fall	Winter	Spring	Summer	
cc6	First Enrolled	(1)	(2)	(3)	(4)	Year: 19____
cc7	Last Enrolled	(1)	(2)	(3)	(4)	Year: 19____

cc8 4. Did you enroll primarily as a: (1) Full-time student (12 or more credit hours)
(2) Part-time student (less than 12 credit hours)

cc9 5. Did you attend class primarily during the: (1) Day
(2) Evening

6. Why did you choose to attend John Tyler Community College? (Please indicate both your primary reason and as many secondary reasons as you desire.)

		Primary Reason (Choose one only)	Secondary Reasons (Choose as many as apply)
cc10	Close to home	(1)	(2)
cc11	Inexpensive	(1)	(2)
cc12	Open admissions policy	(1)	(2)
cc13	Courses/Programs	(1)	(2)
cc14	Financial Aid	(1)	(2)
cc15	Job requirements	(1)	(2)
cc16	Other (Please Specify)	(1)	(2)

cc17 7. In addition to the degree or certificate you received from JTCC, what other degree(s) do you hold?

(1) No additional degree
(2) Associate
(3) Bachelors
(4) Masters
(5) Doctorate or professional

_____ ____
_____ ____
_____ ____
_____ ____
School Year

cc18 8. What is the highest degree you plan to earn in the future?
(1) No additional degree plans
(2) Associate
(3) Bachelors
(4) Masters
(5) Doctorate or professional

B. EVALUATION OF ACADEMIC AND STUDENT SERVICES

cc19 1. What was your primary goal in attending JTCC? (Choose only one response)

(1) To complete freshman and sophomore courses for transfer to Baccalaureate degree programs
(2) To upgrade job skills or pursue a career choice by obtaining an Associate degree.
(3) To obtain a certificate to improve employment and career skills for immediate job entry
(4) To pursue courses for personal satisfaction
(5) Other_____
(Please Specify)

cc20 2. To what extent are you satisfied with the programs and services that the College provided to assist you in achieving your goal?

(1) Very Satisfied (2) Somewhat Satisfied (3) Undecided (4) Somewhat Dissatisfied (5) Very Dissatisfied

cc21 3. Did you complete one or more developmental courses during your studies at JTCC?

(1) Yes (2) No

cc22 4. Did you have any classes in which the computer was used to supplement traditional instructional methods?

(1) Yes (2) No

cc23 5. Have you been certified or licensed in your chosen profession?

(1) Yes (2) No

6. Instruction: (Please rate the quality of instruction you received at John Tyler Community College.)

		Superior	Good	Fair	Poor
cc24	Quality of instruction in major curriculum	(1)	(2)	(3)	(4)
cc25	Quality of instruction not in major	(1)	(2)	(3)	(4)
cc26	Course content in major curriculum	(1)	(2)	(3)	(4)
cc27	Faculty advising	(1)	(2)	(3)	(4)
cc28	Access to faculty	(1)	(2)	(3)	(4)
cc29	Lab equipment and facilities	(1)	(2)	(3)	(4)
cc30	Evaluation by instructors (grades, tests, etc.)	(1)	(2)	(3)	(4)
cc31	Classroom size	(1)	(2)	(3)	(4)
cc32	Cost of books and supplies	(1)	(2)	(3)	(4)
cc33	Overall quality of instruction	(1)	(2)	(3)	(4)

7. Student Services: (Please rate the following services and facilities at JTCC.)

		Superior	Good	Fair	Poor	Didn't Use
cc34	Admissions & Records	(1)	(2)	(3)	(4)	(5)
cc35	Bookstore	(1)	(2)	(3)	(4)	(5)
cc36	Business Office	(1)	(2)	(3)	(4)	(5)
cc37	Continuing Education (credit and non-credit courses)	(1)	(2)	(3)	(4)	(5)
cc38	Co-op Program	(1)	(2)	(3)	(4)	(5)
cc39	Counseling Services	(1)	(2)	(3)	(4)	(5)
cc40	Financial Aid	(1)	(2)	(3)	(4)	(5)
cc41	Job Placement	(1)	(2)	(3)	(4)	(5)
cc42	Developmental Studies	(1)	(2)	(3)	(4)	(5)
cc43	Library/Learning Resources	(1)	(2)	(3)	(4)	(5)
cc44	Parking	(1)	(2)	(3)	(4)	(5)
cc45	Recreational facilities	(1)	(2)	(3)	(4)	(5)
cc46	Student activities (SGA, sports, clubs)	(1)	(2)	(3)	(4)	(5)
cc47	Student Lounge and Food Service	(1)	(2)	(3)	(4)	(5)
cc48	Veterans Affairs	(1)	(2)	(3)	(4)	(5)
cc49	Extended Learning Institute (ELI)	(1)	(2)	(3)	(4)	(5)
cc50	Learning Assistance Center	(1)	(2)	(3)	(4)	(5)

cc51 8. Would you recommend the College to a person seeking to complete the same program?

(1) Yes (2) No If no, why not?_____.

C. **EMPLOYMENT** (If you are currently working full or part time, please respond to items 1-8. If you are not working please respond to item 1, then skip to Section D.)

cc52 1. Please indicate your current employment status.

(1) Employed full time (35 or more hours per week)
(2) Employed part time (less than 35 hours per week)
(3) Military Service, full time
(4) Unemployed and seeking employment
(5) Not employed and not seeking employment

If you are employed full or part time, please give:

Name of Employer_____

Job Title:_____

Address:_____

cc53 2. What category best describes your work setting?

(1) Private organization, profit
(2) Private organization, non-profit
(3) Military Service
(4) Federal government agency
(5) State government agency
(6) Local government agency
(7) Self-employed

cc54 3. How did you find out about this job:

(1) Co-op Program
(2) Faculty member
(3) Friend
(4) Job placement service
(5) Military Recruiter
(6) Newspaper, etc.
(7) Private employment agency
(8) State employment agency
(9) Other_____

cc55 4. Did you hold your present job during your studies at JTCC?

(1) Yes (2) No

cc56 5. Have you received a promotion since you completed your studies?

(1) Yes (2) No

cc57 6. What is your annual gross salary before deductions? (Do not include overtime.)

$_____

cc58 7. The above salary is based on an average of _____ hours per week.

cc59 8. Are you employed in a job related to your field of training?

(1) Yes, it is directly related.
(2) Yes, it is somewhat related.
(3) No, it is not related.

D. **EDUCATION** (If you have continued your education since graduation, please respond to questions 1-5 below. If you are not in school, skip to Section E.)

1. Please give the name of the institution you are currently attending.

Name of Institution:_____

Location:_____
City State

2. What is your classification and enrollment status?

cc60 Classification:
(1) Freshman
(2) Sophomore

cc61 Status:
(1) Full time (12 credit hours or more)
(2) Part time (Less than 12 credit hours)

cc62 3. Are you currently pursuing the same field of study that you completed at John Tyler Community College?

(1) Yes
(2) No (If no, please indicate your present field of study.) _____

cc63 4. Did you have any problems transferring to the institution you are now attending?

(1) No, I had no problems transferring.
(2) Yes, all transfer credits were not accepted.
(3) Yes, I had problems meeting admission requirements.
(4) Other _____
(Please Specify)

cc64 5. How does the quality of instruction at John Tyler Community College compare to that of the school you are now attending?

(1) About the same.
(2) Instruction at current institution is better.
(3) Instruction at John Tyler is better.
(4) There is no comparison.

E. COMMENTS: PLEASE TAKE A FEW MOMENTS TO PROVIDE ANY GENERAL COMMENTS THAT YOU CARE TO MAKE ABOUT JOHN TYLER COMMUNITY COLLEGE'S PROGRAMS OR SERVICES

Thank you for your participating in this survey.

The following information is OPTIONAL and will be used only if you agree to participate in an EMPLOYER Follow-Up Survey.

Name_____

Telephone Number_____

JOHN TYLER COMMUNITY COLLEGE Chester, Virginia 23831

November 21, 1986

Dear Graduate:

Just a reminder . . .

Two weeks ago we mailed you a questionnaire to determine your current activities, as well as to have you evaluate John Tyler Community College. This survey is part of an ongoing effort to improve our academic and student services.

Your input is significant in order for us to determine how well we are doing and where program improvements are needed. Comments that you make will be grouped with those made by other graduates and shared with our faculty and staff.

Please take a few moments, complete the enclosed survey, and mail it back right away. A second questionnaire and self-addressed envelope are enclosed for your convenience. The questionnaire is coded for follow-up purposes only.

Thank you for assisting us in this important study in order that we may better serve future students.

Sincerely,

Carol S. Hollins

Carol S. Hollins
Coordinator
Institutional Research

CSH:mj

Enclosure

JOHN TYLER COMMUNITY COLLEGE Chester, Virginia 23831

ERIC Clearinghouse for
Junior Colleges DEC 9 1988

December 5, 1986

Dear Graduate:

Did you forget?

About a month ago you should have received a questionnaire from John Tyler Community College that was sent to all 1986 graduates. This survey is part of our ongoing study of the College's academic and student services. Your comments are most important and will be handled with strict confidence. The results will assist the College administration and faculty in future program planning.

In case you never received a copy of the questionnaire or misplaced it, another one is enclosed for your convenience, along with a self-addressed, stamped envelope. The questionnaire is coded for follow-up purposes only. Please take the time to complete it and mail it in today. If you have already mailed your questionnaire, consider this a thank you.

We appreciate your cooperation in this important effort. Your comments will greatly assist us in serving future students.

Respectfully,

Carol S. Hollins

Carol S. Hollins
Coordinator
Institutional Research

CSH:mcj

Enclosure

The College is supported by the Commonwealth of Virginia and the Counties of Amelia, Charles City, Chesterfield, Dinwiddie, Prince George, Surry, Sussex and the Cities of Colonial Heights, Hopewell, Petersburg, Richmond.

"AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EDUCATIONAL INSTITUTION"